

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q128

School Name:

P.S. 128 THE LORRAINE TUZZO, JUNIPER VALLEY ELEMENTARY SCHOOL

Principal:

CAMILLO TURRICIANO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Juniper Valley School School Number (DBN): 24Q128
Grades Served: Kindergarten -8th grade
School Address: 69-10 65th Drive Middle Village, NY 11379
Phone Number: 718-326-6210 Fax: 718-326-6080
School Contact Person: _____ Email Address: _____
Principal: Camillo Turruciano
UFT Chapter Leader: Jo Ann Sansivieri
Parents' Association President: Lisa Sausa
SLT Chairperson: Jo Ann Sansivieri
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Taub-Chan
Superintendent's Office Address: 98-50 50th Avenue, Corona NY 11368
Superintendent's Email Address: mchan@schools.nyc.gov
Phone Number: 718-392-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergest
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Camillo Turriciano	*Principal or Designee	
Jo Ann Sansivieri	*UFT Chapter Leader or Designee	
Lisa Sausa	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Francine La Tempa	Member/parent	
Matilda Fratto	Member/ parent	
Karen Grabler	Member/parent	
Cathy Amabile	Member/ parent	
Cynthia Monti	Member/ teacher	
Nancy Barvels	Member/ teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eva Petrolekas	Member/ CSA	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S./I.S. 128, located in Middle Village, Queens is a culturally diverse learning community of educators, parents, and students. The school serves approximately 933 children in Grades K-8, located in the main building and annex. The school maintains a dynamic environment, where the students' academic, artistic, and athletic talents are nurtured.

P.S./I.S. 128's primary goal is to serve the needs of the students in a way that supports their academic success. We believe the level of support we provide students has a direct impact on their ability to succeed. We believe it is our role to provide students with high expectations, as well as the materials and instruction they need to meet those expectations. We aim to support student achievement through standards – based curriculum. Through this curriculum, students are provided with the educational opportunities they need to meet the requirements of New York State assessments, administered in grades 3 to 8 in English Language Arts and Mathematics, as well as 4th and 8th grade in Science. We ensure that all learners are provided with the access and opportunity to participate in our curriculum.

Our mission is taking a data-driven approach to address the academic and emotional needs of students. Daily collection and analysis of student data, derived from various assessments, help identify and address student weaknesses and target areas for growth. Data is utilized to provide all students with multiple access points, scaffolding, and routines across classrooms as means of ensuring that all learners successfully participate in rigorous and cognitively engaging activities.

We will continue to take a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed State performance standards, students in grades K-8 will be administered benchmark assessments in reading and mathematics. Item skills analyses generated from assessments will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers make appropriate decisions as they utilize various materials to plan lessons and activities for small group instruction.

ELLs and SWDs are exposed to grade level curriculum and tasks. Students are provided with scaffolds and supports throughout the unit of study to help them meet the learning objective of the unit. ELLs and SWDs, who are provided with additional services, are given instruction following the balanced literacy approach. Students with disabilities and English Language Learners participate daily in Readers and Writers Workshops, where prescribed strategies are modeled and help support the individual needs of each student. In addition, instructional materials at ability levels are utilized to scaffold student acquisition of literacy skills. This effective instructional model provides reading and writing strategies that support efforts to make gains on state assessments, but most importantly the model emphasizes Accountable Talk, which helps students take ownership for developing a knowledge base while acquiring the habits of life-long learners.

In addition to our role as educators, we take seriously our responsibility to create an environment where students are able to grow as responsible young adults. We provide students with instruction in conflict resolution, decision making and communication skills. We provide opportunities for students to reflect on their choices. We seek opportunities to help students participate in a caring community as well as celebrate our students' efforts.

Our students' success is dependent on the partnership we share with their families. We are able to further develop this partnership with PS/IS 128 families by providing services and opportunities that address the academic, social and health needs of the community by establishing partnerships with several organizations. These partnerships include:

- Winter Harvest
- Toys For Tots
- Rachel Cooper Foundation

In addition to the above mentioned collaborations, PS/IS 128 has developed a partnership with **Greater Ridgewood Youth Council (GRYC)**. **GRYC** is an after school program that is housed within the school and offers a variety of structured activities at the school as well as in outside community affiliated centers.

CHAMPS Sports Program is a service that our school provides as means of supporting our students' health and wellness and to stay engaged and active during the school year. The morning and afternoon programs offer students sports programs such as soccer, volleyball, track and field, and baseball.

The element of the Framework for Great Schools, in which our school has made the most progress over the past year, is with regards to the element of **Collaborative Teachers**. All teacher teams have used data to narrow its instructional focus, to select students, and to identify a skill gap. At the elementary school level, each teacher team is comprised of teachers of the same grade level. Each teacher has a select group of students (based on specified criteria) that are tracked and monitored for progress. At the middle school level, each teacher team is comprised of an ELA, math, science, and social studies teacher that teach the same students. Other content area teachers (i.e. Art, Music, Physical Education, etc.) are also part of the teams. Similar to the Elementary school teachers, these teachers select the same students who are part of the target population. Each teacher team completes a reflection sheet, at the conclusion of each meeting, which indicates the team's findings and next steps for improving student performance.

Teacher collaboration and finding have led to in-house professional development and planning sessions that focus on:

- Analyze student data and identifying a target population.
- Analyzing student work samples
- Analyze classroom-level student work.
- Review student performance/achievement outcomes.
- Revise common core-aligned units of study that incorporate opportunities for students to use supporting evidence.
- Researching and implementing teaching practices for target population.
- Analyzing and comparing curricular materials.

PS/IS 128 establishes high expectations for all students and provides the support necessary to achieve these expectations. Staff, students, and parents share the same values: an emphasis on academics, clear expectations, and high level of student and parent participation. We convey high expectations to students through personal relationships in which teachers and other school staff communicate to students and parents. Although this is evidenced in the way the school structures and organizes learning, the school will continue to the focus of ensuring that **Rigorous Instruction** is provided for all students.

Incorporating tasks (within all content areas) that promote rigor and critical thinking is our goal for ensuring that all students will be engaged in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. Existing units of study will be revised to make adjustments to curriculum, assessment, and instruction. Professional learning sessions will provide opportunities to discuss instructional practices and student performance trends. This time will be used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers; which are focused around providing engaging, rigorous tasks.

In addition to **Rigorous Instruction** , our school community will focus on providing **Effective School Leadership** as well as strengthening **Family-Community Ties** by engaging families in opportunities to take a greater role in their child's education.

24Q128 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	930	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	10	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.1%	% Attendance Rate	95.7%	
% Free Lunch	24.6%	% Reduced Lunch	9.6%	
% Limited English Proficient	3.2%	% Students with Disabilities	11.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	0.6%	
% Hispanic or Latino	19.9%	% Asian or Native Hawaiian/Pacific Islander	4.1%	
% White	74.6%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.15	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	54.3%	Mathematics Performance at levels 3 & 4	67.3%	
Science Performance at levels 3 & 4 (4th Grade)	94.1%	Science Performance at levels 3 & 4 (8th Grade)	89.9%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 School Quality Guide, the school is approaching the target number regarding making progress in ELA. Only 4.1 points out of 20.8 points was obtained for student progress with regards to English Median Adjusted Growth Percentile . Based on these findings, as well as student performance on Pre & Post Unit assessments, classroom observations (including the 2015 Quality Review), and End Unit writing assessments, classroom activities need to be more rigorous to ensure that students are exposed to critical thinking and engaged in the process of applying learned skills on a more consistent basis, in all content areas.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a minimum of 64.5% of students will meet the target range on the School’s Quality Guide regarding progress on the NYS ELA exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will develop units of study utilizing CCLS, DOK and the Danielson rubric to promote active student engagement. Lesson plans will include differentiated tasks which provide multiple entry points for level 1 learners . Weekly grade level/department</p>	<p>All students</p>	<p>Daily from September 2015 to June 2016</p>	<p>All content teachers</p>

team meetings will enable teachers to plan lessons that incorporate CCLS, DOK and active student engagement (ex: flow of a lesson, grouping of students and scaffolds provided to students). Teacher team and grade level teams collaboratively analyze student work and data and trends. ELA Pre and Post unit analysis by teacher and administration, utilizing Achievement Series data.			
Literacy in content areas: Emphasis on instruction in reading and writing skills needed for students to perform complex tasks as well as develop proficiency in reading comprehension. Literacy strategies/techniques such as questioning, identifying the central idea and theme, citing text based evidence, context clues are embedded in unit planning and assessments. Units of study will incorporate multiple opportunities for students to read and analyze complex tasks. During grade level/department team meetings teachers will plan lessons to incorporate vocabulary supports for students based on individual data. Teacher team and grade level teams collaboratively analyze student work and data trends.	All students	Daily from September 2015 to June 2016	All content teachers
Staff members will participate in professional learning sessions as well teacher teams including ELL and SWD teams, focusing on various data sources (ex: MOSL, Pre and Post Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom. Inquiry team focus on a problem of practice to determine methods/instructional practices to address student needs.	All students	Daily from September 2015 to June 2016	All content area teachers
<p>Tier 1, tier 2 and tier 3 interventions are provided to students based on formative and summative assessment data. These interventions are provided in the form of Achieve 3000, Great Leaps and A.I.S.</p> <ul style="list-style-type: none"> - Formative and summative assessments include: - Teacher created assignments and projects - Ready Gen and Code X end of Unit of Assessments. Performance based on writing. - Checks for understanding are used at the closing of lessons to assess students understanding of the concept that was taught (exit slips and student work). This data is used to group students and plan for further differentiation. - Diagnostic assessments include MOSL K-8 and Fountas and Pinnell K-5. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Achieve 3000, Great Leaps, AIS teachers. The schedule will be revised in order to allow weekly opportunities for targeted interventions.
- Provisions of daily prep periods as well as weekly grade level team meetings on schedule for teachers to plan.
- Ready Gen and Code X. Provision of daily prep periods as well as weekly grade level team meetings on schedule for teachers to plan.
- **Weekly Grade Level Meetings** : In addition to the weekly Teacher Team meetings (Monday afternoons), teachers at the Elementary school level meet once per week to discuss, plan, and develop next steps in addressing student needs. At the middle school level, teachers are provided with a common prep period as an opportunity to meet and discuss with colleagues within the same content area.
- The planning for differentiation can be seen during department meetings, teacher team meetings and during unstructured, informal ongoing professional discussions that take place at various times and locations throughout the school.
- The assistant principals provide additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school’s professional development plan.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

During observations, administrators will monitor and assess the active engagement of students (September –June). Results from formative, summative, and diagnostic assessments will be analyzed to track and monitor student progress (September-November, December- February and March – May). Reflection sheets will be distributed after professional learning sessions to analyze effectiveness (September –June).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
-			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Teacher observation reports of classroom lessons indicate the need to address specific instructional practices within the classroom setting. In addition, student performances on unit assessments and writing pieces have also indicated the need to modify instructional practices. Based on these findings, differentiated professional learning is required in order to provide individualized targeted support for staff members. The professional learning sessions will focus on improving teacher practice, as well as improving students’ overall performance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will be provided with differentiated professional learning opportunities to address individual instructional needs as evidenced by data collected from classroom observations and student performance on school-wide assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All content area teachers will apply specific instructional practice and will be provided with professional learning opportunities that focus on utilizing Units of study that:</p>	<p>Teachers in grades K-8</p>	<p>September 2015- June 2016</p>	<p>Principal Assistant Principals</p>

<p>- Incorporate multiple entry points for level 1 learners, SWD and ELL students</p> <p>- - Are designed utilizing CCLS, DOK and the Danielson rubric to promote active student engagement.</p> <p>- Incorporate multiple opportunities for students to read and analyze complex tasks.</p>			All Content Area Teachers
<p>Staff members will participate in professional learning sessions as well teacher teams including ELL and SWD teams, focusing on various data sources (ex: MOSL, Pre and Post Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.</p>	Teachers in grades k-8	September 2015-June 2016	Principal Assistant Principals All content area teachers
<p>Provide Professional Learning Opportunity cycles based on individual teacher needs. Teacher surveys will be distributed and analysis of observation reports will be utilized to determine/ identify individual teacher's needs regarding Professional learning. Some teachers will be sent to off-site locations. Some teachers will take part in a professional learning opportunity on Mondays at the school.</p>	Teachers in grades k-8	September 2015- June 2016	Principal Assistant Principals All content area teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>**Principal, Assistant Principals, all content area teachers.</p> <ul style="list-style-type: none"> • Professional Development Committee: The committee, which consists of teachers of different grade levels and content areas, discuss/evaluate professional development sessions and indicate next steps according to teachers'/staff needs. • Weekly Grade Level Meetings : In addition to the weekly Teacher Team meetings (Monday afternoons), teachers at the Elementary school level meet once per week to discuss, plan, and develop next steps in addressing student needs. At the middle school level, teachers are provided with a common prep period as an opportunity to meet and discuss with colleagues within the same content area. <p>-Per Diem coverages will be provided for Professional Learning opportunities that occur during day.</p> <p>-Consultants from Brienza, Tools for Learning and Achievement Strategies Inc will be utilized to support Administration and Staff members.</p> <ul style="list-style-type: none"> • The planning for differentiation can be seen during department meetings, teacher team meetings and during unstructured, informal ongoing professional discussions that take place at various times and locations throughout the school.

- The assistant principals provide additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school’s professional development plan.
- A schedule for conducting teacher observations and providing immediate effective feedback, using the research-based rubric, is followed by the instructional cabinet throughout the course of the school year.
- Post observation conferences (between teachers and assistant principals) take place after each observation is conducted; this provides feedback as well as facilitate discussions.
- The instructional cabinet focus on the development and implementation of a coherent PD plan for teachers that integrates the selected components of the research-based rubric.
- Differentiated professional development sessions and provide opportunities for teacher inter-visitation.
- Instructional lead teachers plan with assistant principals targeted professional development sessions, based on needs of teachers and departments.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Principal and Assistant Principals will use Advance to record and document teacher growth from previous observations. (September to June)

Provision to daily prep periods as well as weekly grade team meetings on schedule for teachers to plan. (daily for September to June)

Reflection sheets will be distributed after professional learning sessions to analyze effectiveness. The implementation of topics discussed during these sessions will be monitored and assessed through observations.

_ By February 26, 2016, at the conclusion of the teacher observation cycle 2, observation reports will demonstrate progress in implementation of instructional practices from cycle 1.

- By January 2016, Pre and Post unit assessments will demonstrate students progress and will reflect teacher's ability to implement next steps (from observation reports) into their classrooms.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

On our 2013-2014 Learning Environment Survey, 33% of families indicated they have been invited to attend a school workshop/meeting only once or twice all year. In addition, 3% have indicated that they have never been invited. As such, we will ensure that all families receive information, have full access to all of the workshops, programs and offer student performances/recognition at parent teacher association meetings and other events that we offer.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% decrease on the Learning Environment Survey in the percentage of parents responding as never and/or only being invited once or twice to attend school events and workshops.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Support will be provided to parents and families on Parent Engagement Tuesdays and throughout the year by:</p> <ul style="list-style-type: none"> - Providing materials and training to help parents work with their children to improve their achievement in English Language Arts. 	<p>Parents of students in grades K-8</p>	<p>September 2015-June 2016</p>	<p>All teachers Principal Assistant Principal</p>

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.			Parent Coordinator
Administrators and teachers will provide timely, appropriate information to families about instructional programs taking place in the school. Information will be provided to parents about school related programs, meetings and other activities in a format, and in language that parents can understand. School Messenger and the School Website (E-Chalk) will be utilized to disseminate information.	Parents of students in grades K-8	September 2015-June 2016	All teachers Principal Assistant Principal Parent Coordinator
Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home	Parents of students in grades K-8	September 2015-June 2016	All teachers Principal Assistant Principal Parent Coordinator Teachers
Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our community.	Parents of students in grades K-8	September 2015-June 2016	All teachers Principal Assistant Principal Parent Coordinator Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principals, Teachers, Parent Coordinator, SLT members and Parent Association President
<ul style="list-style-type: none"> - Principal, Assistant Principals, in collaboration with SLT and PA President will assess the needs of parents and/or concerns to ensure that information for various activities and events is disseminated on a timely manner. - Teachers will support the distribution of flyers and other school notices. Teachers will help facilitate workshop sessions. -Parent Coordinator will coordinate and facilitate parent communication of events. - School Messenger and E-chalk will be used to facilitate communication. - Survey Monkey will be utilized to gain parental input. - Achieve 3000 will be utilized to allow parents to gain an insight on student reading levels.

-Parent engagement sessions and ELL parent workshops will be provided to support parents.

- Title III Part A per session will be provided for teachers and administration.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, parents will be surveyed to determine if they were invited and attended workshops.

- By June 2016, parental invites to workshops and attendance will be assessed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Formative and Summative Assessments Skill Assessment Log NYS ELA scores	Tier 1: - Small group instruction within the classroom - Ready Gen: If, then differentiated reading strategies - Code X: direct instruction of vocabulary words Tier 2 and 3: - Achieve 300 - Great Leaps	Small group and tutoring	During the day and after school
Mathematics	Formative and Summative Assessments Skill Assessment Log NYS Math scores	Tier 1: - Small group instruction within the classroom - Go Math!: Tier 1 differentiated strategies - Manipulatives - Visual Aides Tier 2 and 3: - Dream Box	Small group and tutoring	During the day and after school
Science	ELA scores Skill Assessment Log	Tier 1	Small group	During the day

	Teacher recommendation	- Small group instruction provided in the classroom		
Social Studies	ELA scores Skill Assessment Log Teacher recommendation	Tier1 - Small group instruction provided in the classroom	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and parent recommendation	- Group Sessions - One to one sessions - SAPIS	Grade level intervention small group	During the day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 128, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association as trained volunteers and welcomed members of the school community. **PS/IS 128** will support parents and families of students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents. This information will be maintained by the school.

In developing the Parent Involvement Policy, parents of participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's School Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

The school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and Parent Association (or Parent-Teacher Association);
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

PS/IS 128 is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS/IS 128Q</u>	DBN: <u>24Q128</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 1. Rationale: At P.S. 128Q we have an increasing number of ELLs in our classrooms. They come to us from diverse educational backgrounds with varying levels of literacy in their native language, impacting their ability to progress as readers and writers of English. Regardless of their prior schooling and current skill set, we strive for our ELLs to meet the demands of the CCLS. We analyzed the data from NYS ELA, NYSESLAT, and students' current running record level to determine the instructional needs of our ELLs during the 2015-2016 school year.

NYSESLAT data reveals that in Kindergarten through 2nd grade, more students progressed from one proficiency level to the next than students in any other grade. Trends on the NYSESLAT also indicate that in the order of support needed from most to least as according to modality is Listening, Reading, Writing, Speaking. Furthermore, as a result of the 2015 NYSESLAT, half of the ELLs in grades 6-8 are at Entering and Emerging proficiency. The majority of students in grades 3, 4, and 5 are at the Expanding level. However, many of these students are still performing below grade level on classroom assessments and are reading several grade levels below their respective grades.

Data from NYS ELA indicates that we need to provide literacy support to our ELLs in order to meet the demands of the ELA-for text complexity, vocabulary and literary analysis. This also includes using information from the text to answer high order thinking questions.

ELLs are being exposed to complex text with support during the school day. Therefore, our goal for this school year is for our ELLs in grades 2-8 to be able to independently read and analyze grade appropriate/leveled text.

In order to achieve this goal we will need to increase the current reading levels of our students, especially among our Newcomers in Grades 6-8. We will be targeting students in grades 3-8 and allocating Title III funds to purchase materials and create programs aimed at boosting students' current literacy skills and developing vocabulary.

We will be able to target the foundational literacy skills-based needs of students in each of these groups by using texts from A-Z Reader that match students' Fountas and Pinnell levels. In order to target grade level skills and texts, we will utilize Mastering the Standards by Triumph Learning.

We chose to group students this way due to small numbers of ELLs in each grade level.

2. Subgroups and grade levels to be served: Grades 3-5 (all levels): 7 students and Grades 6-8 (Entering and Emerging): 5 students

3. Duration: 1.5 hours on Wednesdays and Thursdays after school from 2:30-4:00. There will be a total of 46 sessions (2x a week for 23 weeks). The Title III program will run through January 6-June 23

4. Language of Instruction: English

5. # and types of certified teachers: 2 certified ENL teachers

6. Types of materials: A-Z Readers \$99.95/year, RAZ Kids, \$99.95/year, Mastering the Standards by Triumph Learning, Vocabulary Links by Continental Press, Rosetta Stone, NY ELLs by Continental Press.

-
-
-

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

1. Rationale: To ensure teachers are receiving receiving support to provide a successful Title III program, as well as classroom teachers that work with ELLs, there will be opportunities to attend professional development. The DELLSS- "News and Opportunities for Educators" will be a resource we can use to provide training to staff.

2. Teachers to receive training: Teachers will receive training during 1 professional development session for 1 hour each session after school on Tuesdays-as per grade band: K-2, 3-5, and 6-8.

3. Schedule and Duration: Teachers, who work with ELLs, will be invited to meet after school to discuss strategies discussed at trainings as well as implementation of those strategies in students' homerooms. We will invite teachers in Grades K-8 who work with ELLs to be part of professional development teacher team. Teachers will be paid per session for their attendance. Meetings will take place for 1 hour after school following a training. Budget allows for 20 classroom teachers (total) and 1 ENL teacher to attend a total of 1 of the 3 professional development sessions: K-2 and 3-5, and 6-8.

4. Topics to be covered:

-Scaffolding: We will be addressing how to scaffold tasks so ELLs can be provided with support while engaging rigorous tasks. Scaffolds for ELLs should support them academically and linguistically. We will use Engage NY's Scaffolding Instruction of English Language Learners: Resource Guides for English Language Arts and Mathematics, Kaylene Beers: When Kids Can't Read, and Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons. In addition, The Teaching Channel Core Videos for ELLs will be used to model lessons for ELLs.
-Bolstering Advanced Literacy Skills for English Language Learners: Professional Development given by DELLSS. The ENL teacher will attend training and will turn-key strategies and classroom practices during Professional Development sessions. This training will be addressing challenges of the Common Core Learning standards and ways "to foster rich literacy environments".

This will increase their capacity for success in the Title III program by fostering collaboration between classroom teachers and ELL providers who are running the Title III program. There will be a direct link between classroom instruction and Title III instruction. This will be assessed by observing strategies used in the Integrated ENL classes.

We will provide professional development for the remaining staff in grades K-2, December 16 from 2:30-3:30. We will provide professional development to teachers with students in the Title III program on the following dates: December 17 for grades 3-5 from 2:30-3:30 and December 18 for grades 6-8 from 2:30-3:30.

5. Name of Provider: Erin Kilbride, ENL certified

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _____

1. Rationale: Provide parents with important information regarding expectations, informational resources and ways to support their child at home.

2. Schedule and duration: Regularly scheduled meetings will be held on a monthly basis beginning November 3 at 1 hour per meeting. 2 Follow-up meetings to discuss ENL progress of services will be also be scheduled.

3. Topics to be covered:

We will be offering ongoing parent engagement meetings on a monthly basis. Our goal is to support parents in order to be an active role in their child's education. ELL parents are often hesitant to attend meetings in the school setting. Therefore, ensure participation from our parents, we understand it is critical to make a connection with our ELL parents. Learning about ELL families and students is the foundation on which to build everything else at school. Therefore, we will create a survey to gather information about our ELL families and questions they have about their child's education. This survey will be translated into each parent's preferred language of communication before it is distributed. As a result of this survey we will determine future agendas for parent meetings to determine the areas of support for our parents.

Parent Engagement activities will reflect our Title III program by providing parents with workshops related to the new language progressions and literacy development.

Lastly, we will reach out to parents in their native language to encourage their participation. We have staff members that are fluent in Arabic, Spanish, Italian, and Polish. We can utilize these staff members to translate invitations to meetings, follow up phone calls and to be present during meetings.

To support ENL parents acquisition of the English language, we will provide parents with the New Oxford Picture Dictionary and Workbook. We will purchase 30 copies of each book. An orientation will be scheduled during one of the monthly parent sessions to assist the parents with the most effective way to utilize the New Oxford Picture Dictionary and Workbook.

4. Melissa Phillips, Parent Coordinator will provide parent meetings

5. How parents will be notified: Written notification, translated when requested.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,449.28</u>	<u>Direct Instruction: \$7,242.24</u> <u>-2 Teachers. The duration will be 23 weeks at 1.5 hours each session. A total of 46 instructional sessions. Teacher salary=\$52.48. Total Teacher Salary=\$7,242.24</u> <u>Professional Development:</u> <u>-K-2 Professional Development 8 Teachers+ 1 ESL Teacher for 1 hour/session</u> <u>\$52.48 Teacher Salary=\$472.32</u> <u>-Grades 3-5 Professional</u>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Development</u> <u>6 Teachers + 1 ESL Teacher for 1 hour/session</u> <u>\$52.48 Teacher Salary=\$367.36</u> <u>-6-8 Professional Development=</u> <u>6 Teachers + 1 ESL Teacher for 1 hour/session</u> <u>-\$52.48 Teacher Salary=\$367.36</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>_____</u>	<u>_____</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1733.66</u>	<u>Materials:</u> <u>Direct Instruction Materials=</u> <u>\$1889.52</u> <u>-A-Z Reader Subscription (Leveled Reading Books) \$99.95/year,</u> <u>-RAZ Kids subscription \$99.95/year (online running records and tracking of student progress).</u> <u>-Mastering the Standards, Grades 3-8 by Triumph Learning (Student and Teacher Materials):</u> <u>15 Student books at \$14.99=\$224.85</u> <u>Teacher Guides at \$29.99=\$59.98</u> <u>2 Assessment Guides \$4.99= \$9.98</u> <u>-Vocabulary Links for English Language Development by Continential Press (Student and Teacher Materials):</u> <u>15 Student books at \$7.75=\$116.25</u> <u>2 Teacher books at \$4.95=\$9.90</u> <u>-New York ELLs by Continential Press</u> <u>Grades 3-5 Books-10 books (books come in packs of 5) at \$21.95=\$43.90</u> <u>Grades 6-8 books-10 books (books come in packs of 5)-at \$21.95=\$43.90</u> <u>2 Teacher's Guides-\$42.50 each=\$85.00</u> <u>2 Audio CD's-\$9.50 each=\$19.00</u> <u>- Rosetta Stone licenses for Newcomers=\$921.00</u>
Educational Software (Object Code 199)	<u>\$1,017</u>	<u>Parent Engagement=\$1,017</u> <u>Supplemental materials for parents to learn English. New Oxford Picture</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Dictionary at \$19.95 each = \$598.50 and corresponding Workbook at \$13.95 each=\$418.50. \$1,017</u>
Travel	<u> </u>	<u> </u>
Other	<u> </u>	<u> </u>
TOTAL	<u>\$11,200</u>	<u>\$11,199.94</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 128
School Name P.S./I.S. 128		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Camillo V. Turriciano	Assistant Principal Eva Petrolekas
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Erin Kilbride	School Counselor Gissel Uzhca
Teacher/Subject Area Cynthia Monti	Parent Lisa Sausa
Teacher/Subject Area Sarah Komins	Parent Coordinator Melissa Phillips
Related-Service Provider Elizabeth Caba	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	948	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	5
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	32		2	5		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	1	1		2							0
Chinese														0
Russian														0
Bengali														0
Urdu							1							0
Arabic	2	1	2	2	1	1		1	2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	6	3	4					1						0
Albanian														0
Other				1			1	1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1					1	1		1					0
Emerging (Low Intermediate)	1	2	2	1			1	1	1					0
Transitioning (High Intermediate)	2	1	1	1										0
Expanding (Advanced)	5	4	4	2	2		2	2						0
Commanding (Proficient)	7	4		1		1	2							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		4		2	6	1	3	2						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	1				0
5	2				0
6					0
7	3				0
8					0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			1						0
4	1								0
5	1		1			1			0
6				1	1				0
7		2		1					0
8									0
NYSAA							1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1								0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - When assessing early literacy skills we are analyzing the following skills:
 - Print Awareness –understanding print is left to right, top to bottom, letters/words
 - Phonological Awareness- Being able to hear the small sounds in words helps children sound out words they see and learn to speak new words.
 - Letter Knowledge -Knowing the names and sounds of letters helps children sound out words they see.
 - Vocabulary-Knowing many different words helps children understand what they hear and read.
 - Narrative Skills -Learning to tell a story helps children develop thinking and comprehension skills.
 - We use several assessment tools to gather data about students' early literacy skills.
 - Fountas and Pinnell Running Records- A running record can provide information about a student's print awareness, phonological awareness, vocabulary and narrative skills.
 - NYSITELL Levels I and II: Level I for can provide information about print awareness and narrative skills. Level II can provide information about print awareness, phonological awareness, letter knowledge, and narrative skills.
 - Teacher Created Baseline for Early Literacy Skills: This assessment provides Information about phonological awareness, letter knowledge, vocabulary and narrative skills
 - We use the data from these assessments to create lessons that address students' needs. In addition, we use the data when conferencing with students and creating groups within the classroom. Lastly, students may receive reference sheets (alphabet, sight words, etc...) to use during reading and writing. The kind of reference sheet a student uses is reflective of the data from these assessments.

Furthermore, as a result of these assessments, students may receive extra support using the Foundations program or Great Leaps program.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
There are 13 students in Grades K-2 at the Expanding level of proficiency compared to 8 students in Grades 3-8. In addition, there are 11 Commanding students in Grades K-2 compared to 3 students in Grades 3-8. After analyzing the data, a possible explanation for these results is students in Grades 3-8 begin schooling in English later than students in K-2.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We met our goal for AMAO #2 with 21.6%. The majority of students who met this goal were Kindergarteners who took the NYSESLAT in spring 2015. Students who reached Commanding levels are as follows: 4 Kindergarteners, 3 fifth graders, and 1 eighth grader. 5/9 kindergarten students tested "Advanced" on the NYSITELL during the 2014-2015 school year. In addition, the 3 fifth grade students that reached the Commanding level were "Advanced" ELLs from 2014-2015.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. We had 6 students take the NYS Math test in their native language. 2 students received a 2 on the state exam and 1 student received a 3. These 3 students are literate in their home language and performed well in their native country. The students who received translators in their native language and received a 1 on the state exam are not literate in their native language. ELLs that began school in the US early, perform better when the test is taken in English.
 - b. The ELL Periodic assessment will be administered to all ELLs. The data will be used to assess student literacy skills as well as to determine next steps in addressing our ELL population. This data will be distributed to the teachers of ELLs across the content areas. The teachers will use this information to drive instruction, to group students properly, to differentiate instruction and work time activities, to plan targeted conferences, and to recommend students for AIS services in ESL.
 - c. The data used from the periodic assessment will help the school determine progress that is being made as well as determine the type of support that will be given to students and teachers. When applicable, native language support will be given in classrooms (i.e. translation glossaries, translated texts, etc.) to assist them with their daily instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
 - Implementing the RtI framework for ELLs begins with gathering data about a student's knowledge and literacy skills in L1. During the initial interview with the student and parent, we inquire about the child's prior school experience: Was instruction in L1 or L2? What are the student's strengths and weaknesses-ELA, Math, Science? If the child is beginning school for the first time in the United States, we request a report card from the native country.
 - In addition, we can gather data about a student's L1 in Spanish by using the Spanish LAB-R
 - Identifying students' L1 ability can help us determine the supports a student may need as well as students who may be at risk.
 - Tier 1 for ELLs consists of
 - promoting vocabulary and language development by providing ongoing and appropriate instruction in academic language use in the native language and/or in English.
 - Scaffold language for students to respond by providing sentence stems and provide opportunities for appropriate peer learning, including peer pairing and small-group instruction.
 - Tier 2 for ELLs consist of
 - Provide intensive reading interventions to ELLs demonstrating low reading skills when needed in small groups. Students are provided with support using the Foundations program or Great Leaps to increase reading skills. In addition, students who need Tier 2 support are invited to after school programs to develop reading skills. Students use Achieve 3000 program while participating in small group instruction.
 - Tier 3
 - ELLs who are significantly behind in reading require highly intensive reading intervention. ELLs in this group receive AIS, using the Achieve 3000 program as well as being invited to participate in the after school program. Beginner/Newcomers are also use the Rosetta Stone program which promotes all areas of language development.
 - During the school year, student progress is monitored in various ways: Running record data, MOSL assessments, baseline and PBA data (ReadyGen)

- For students who scored below the accepted benchmark, a second stage begins with strong core instruction (Tier1) with monitoring to confirm how at risk students are responding to instruction. Teachers who feel ELLs are not performing at grade level standards is referred to the PPT team. Members review the teacher's data and then there are decisions made about next steps: either PRIM strategies the classroom teacher can use, referral to AIS, or after school programs. All students who are referred are reviewed by PPT, follow up is made by team members and data is reviewed to determine if the current interventions are beneficial for the student.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We carefully examine data from various reports (NYSITELL, NYSESLAT, RNMR and RYOS and RMSR) and we identify areas of strengths and weaknesses. Thereafter, depending on a student's overall proficiency level, modality level, and success on state exams we discuss and design strong core instruction for our ELLs accompanied with intensive tailored instruction and English language support services.

Second language development is considered in instructional decisions by creating tasks aligned to as students' proficiency level within the zone of proximal development. EngageNY and Mary Capenelli's book: *Balancing Reading and Language* provide indicators for various levels of proficiency. For example: In Listening: Beginners can listen to and follow simple directions, and Early Intermediate can listen to and follow more complex directions, Intermediates can Listen to and follow multi-step directions, and Early Advanced can listen to and follow multi-step directions and provide more detailed responses. From Mary Capenelli's book we refer to the Developmental Checklist for Language Patterns for Beginning to Advanced English Language Learners. (Pages264-265) We use these resources to scaffold activities for ELLs while challenging them to progress to the next proficiency level. Examples: We can pair students' proficiency levels with text in order to develop language skills. In addition, text can be modified based on the developmental checklist, to match students' proficiency level. The types of activities students complete are based on the child's language development. Beginners/Newcomers will label, copy, match, sequence pictures, while an advanced student will be provided with language prompts that encourage them to answer using more complex language and vocabulary. Lastly, we structure questioning and listening tasks based on these resources.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

To evaluate the success of the program we use data from NYSESLAT, AMAO goals, NYS ELA/Math, Fountas and Pinnell Running Record levels.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide*](#), [*ELL Identification*](#) section.

For the 2015-2016 school year we have updated our initial identification of ELLs to align with the new CR Part 154 mandates. HLIS/NYSITELL

-Before administering the HLIS, we first consult with parents about the child's prior schooling. We administer the HLIS to all new admits to the NYC Public Schools as well as students who have not been in a NY public school for more than 2 continuous years.

-The HLIS is administered by pedagogues who have been formally trained in the process. Staff members who are bilingual have been selected. Erin Kilbride, ENL Teacher (Spanish), Pam Fabilli (Italian), Agata Growbowska (Polish), Fadia Tamer (Arabic), and Bi Nu Mei (Mandarin)

-The HLIS process begins with an interview with the child and their parent. If the parent requires translation we utilize available staff

or the Translation Unit. During the interview we explain the HLIS form and its purpose: to obtain information that will best meet the needs of their child. In addition to the questions of the HLIS, we ask the student basic questions to determine the child's dominant language. Furthermore, this year we have begun to utilize a standardized form during the interview which will be attached to the students' completed HLIS. We will also discuss prior schooling and the language of instruction. We will discuss the results of the interview and notify parents the child's NYSITELL-eligibility.

-Once it is determined a child is dominant in a language other than English, we administer the NYSITELL. Student documents are printed and scanned through ATS before the 10-day deadline. At that time, we can obtain results of the students' proficiency level using the new levels-Entering, Emerging, Transitioning, Expanding, and Commanding. The ENL Teachers administer the NYSITELL-Erin Kilbride and Sarah Komins, certified teachers of ELLs.

In addition, Spanish LAB-R is administered to eligible ELLs whose home language has been determined to be Spanish. The documents are printed and scanned through ATS to determine proficiency in Spanish. ENL Teacher, Erin Kilbride administers the Spanish LAB. She has a minor in Spanish.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

-Since SIFE students require additional support (literacy skills in L1 and/or L2, background knowledge) than their ELLs counterparts, early identification is crucial. The DOE website, through the Office of ELLs, provides resources for schools to identify needs and skills of potential SIFE students. We will use the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling and to develop a better understanding of a newcomer ELL (potential SIFE) school experience in L1.

The Literacy Evaluation for Newcomer SIFE (LENS) will be used to measure the home-language literacy skills and the student's individual strengths and weaknesses that can be utilized to plan instruction.

-This identification will be made within 30 days of enrollment to comply with the new CR Part 154 regulations for NYC

Paste response to question here:

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

If a student has an IEP and a language other than English, NYSITELL eligibility is determined by the Language Proficiency Team

Language Proficiency Team Members are:

Administrator: Camillo V. Turriciano

ENL Teacher: Erin Kilbride

Director of Special Education: Elizabeth Caba

Parent

Interpreter/translator in the parent or guardian's native language (if needed) Staff will provide translation/Translation unit.

The LPT determines the whether the ENL teacher will administer the NYSITELL to the student. The LPT team will review language used at home and school, results of individual evaluations of student, and information provided by Committee on Special Education to determine whether the disability affects the student's English proficiency.

If the team determines the student requires English support, the ENL teacher will administer the NYSITELL.

If LPT decides the student does not need English support, the principal reviews this decision. The principal can accept or reject the decision. If the principal decides the student is ELL eligible, the student will be administered the NYSITELL immediately. If the principal accepts the decision not to administer the NYSITELL, the superintendent will make the final decision within 10 days. The parent will be notified of this decision within 3 days in their preferred language. Upon review the superintendent determines the student should not take the NYSITELL the parent will be notified. However, if the superintendent determines the student should take the NYSITELL, we will administer the NYSITELL and notify the parent within 5 school days.

The LPT will complete the NYSITELL Determination Form will be completed and placed in the cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

-Parents will be notified of NYSITELL results within 5 days under the new regulations. The ENL teachers, Erin Kilbride and Sarah Komins distribute the parent letters. Parents will also be notified when they receive Entitlement/Non-Entitlement letters that they can appeal the ELL status within 45 days of enrollment.

-After scanning NYSITELL documents into ATS, we will inform parents of the results by sending home Entitlement and Non-Entitlement

parent form letters provided by the DOE on the Family Resource page under the Office of ELLs. We will refer to information on student's HLIS to determine the parent's preferred language of written communication. All entitled students will also receive: The ELL Parent Brochure and Parent Survey and Selection Form in their language of choice. These documents will be sent home with students and copies will be available on file.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

-Parents will be notified of NYSITELL results within 5 days under the new regulations. Parents will also be notified when they receive Entitlement/Non-Entitlement letters that they can appeal the ELL status within 45 days of enrollment. Parents will receive notification in preferred language of communication.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

-Placement of students is a partnership between school and parents. Parents receive a written invitation for the parent orientation in the language indicated on the HLIS. Parents receive the entitlement letter of ELL status within 5 days; including the right to appeal. The meeting is held by a trained pedagogue, usually the ENL teacher, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ENL, and Transitional Bilingual Education. In preparation for this event, parents are sent several documents in their native languages/English, depending on preference: Entitlement Letter, a copy of the Parent Selection/Survey, and brochure entitled: A Guide for Parents of English Language Learners. (Copies of the Entitlement Letters are kept on file with the ENL teacher). We hold other orientations during the year as needed. The day of the orientation, parents receive an agenda, listen to a brief introduction, and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education. Parents are asked to sign-in and this document is stored on file with the ENL teacher.

-Before previewing the video we provide an overview of the three program choices.

One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a New Language instruction, content instruction, in both English and the native language, and Native Language Arts-promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ratio of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a prepared list of NYC schools that have established TBE classes. We will continue to update parents as new students enroll and when numbers increase. We watch the trends in order to be prepared to open such a class if need be.

The second option for parents is the Dual Language program, which is also the preferred program choice. The goal of this program is for students to become bilingual, biliterate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ENL program. In an ENL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ENL classroom. Students' native languages are validated by being encouraged to use their language when needed. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. ENL students' unit of study will include minutes in both Stand-Alone ENL and Integrated ENL. In the Stand-Alone and Integrated ENL models, ENL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a Stand-Alone program are brought together from various classes and work in a location separate from their homerooms. Conversely, in the Integrated ENL model the ENL teacher is a co-teacher during lessons in the students' homeroom classes.

-The number of minutes students' spend in the Stand-Alone ENL and Integrated ENL will depend on students' proficiency levels and will follow the new CR Part 154 mandates.

- Additionally, parents are informed of the following:

1. They have a right to place child in a bilingual program at PS/IS 128Q when there are sufficient numbers of entitled students with same home language and grade level. If there are not sufficient number of students to form a class, they have the option of transferring their child to another school in the district that has a TBE program. If they choose to not transfer their child, he or she will remain at PS/IS 128Q and place in an ENL class.

2. The child's placement is for the entire school year.

-ELLs will be placed within ELL program within 10 days of enrollment with parents having the right to appeal within 45 days. We use the ELPC function in ATS to record parent choice for all new admits who are ELLs. We record all parent choices in ATS. If the family requests a bilingual program, the student will be admitted to an ENL program and we will contact Office of ELLs at ELLProgramTransfer@schools.nyc.gov. to alert them of the request.

-When sufficient numbers of parents choose TBE/DL program, parents will be informed if this program becomes available. We will send letters home in their native languages offering parents this option. Paste response to question here:

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. The Translation Unit is used, if necessary. There are 3 main ways we ensure Parent Survey/Selection forms are distributed and collected. 1)Day of Registration 2) Make-Up Parent Orientation meetings 3)Parent-Teacher Conferences. During registration, there is an informal interview with the family and child. If we feel a child may be an ELL as a result of the NYSITELL, we ask parents to also attend a Parent Orientation on the same day. This is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. In order to make an appropriate choice, we discuss the child's school history, language dominance, as well as academic language proficiency. Parents who are not able to stay the day of registration are asked to return on a future date for an orientation. They are given the appropriate materials to review at home-a brochure in their native language, if possible, and an entitlement letter. The day of the orientation they have already received a packet containing the Parent Survey/Selection forms and Entitlement letters, we are able to collect these documents as a packet at the Orientation. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. Parents who cannot attend the initial meetings are asked to attend make-up sessions. If this is also not successful, we utilize the day of Parent-Teacher Conferences to hold meetings. Our last resort is a telephone orientation. All outreach will be kept on file with Erin Kilbride, ENL teacher. Copies of letters are maintained in the ENL's teacher's classroom, while originals are kept in student cum folders.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We can utilize the ELPC function to monitor the Parent Survey and Program selection forms that have not been completed. Phone calls are made to follow up with parents in returning these forms in a timely manner. We also provide a make-up Parent Orientation or the option of a phone orientation for parents who are unable to attend. Parents are sent notifications in preferred language of communication.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent notification letters are distributed the day of/after the parent orientation meeting to ensure parents receive the information in a timely manner. Placement letters are distributed by ENL teachers, Erin Kilbride and Sarah Komins in parents' preferred language of communication.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All copies of HLIS, non-entitlement letters, entitlement letters are kept on file in both student cumulative records and copies are kept with the ENL teacher for reference.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Even before the administration of the NYSESLAT, ATS is a resource we use to ensure that all current ELLs take the NYSESLAT each year.

All who are involved in the administration of the exam attend a training session for the Writing and Speaking subtests and are provided with a copy of the NYSESLAT Administration Manual. This is carefully reviewed to make sure all testing procedures are following according to NYS guide lines.

During the school year we continue to review all eligible students using the RLAT report. This provides a list of all students who are eligible for NYSESLAT. In addition, new admission reports are generated during the school year to monitor the admission of new students and to determine if transfer/newly admitted students are ELLs. At the time of testing, ATS is also used as a reference. We print the RLAT and YOS report that is used as a roster for each part of the test. When the documents arrive each one is matched to the list of names on this report. Additional documents are bubbled in for newly admitted students. All ELLs, regardless of admissions date takes the NYSESLAT.

Next, grouping and scheduling of testing occurs. Students are tested separately according to grade band or special needs: K, 1-2, 3-4, 5-6 and 7-8.

Before the test begins, all school personnel involved with administering any session of the NYSESLAT, or overseeing the administration and scoring of the NYSESLAT, is provided with and reads entire administration manual.

Students' IEPs, when applicable, are taken into account when forming groups to be tested together and students are provided with

their appropriate IEP accommodations. NYSAA students are tested according to NYSESLAT administration directions as well. A schedule is then created to allot time for each section of the test and for each grouping of students. Days 1,2 and 3 are completed on different days. Speaking subtest is done with an ENL teacher from another school in our district. Administration and teachers are provided copies of testing schedules to ensure all students will be available during the scheduled testing days and times. Lastly, parents are informed via letter, in home languages, when requested. This ensures students will be in attendance during the NYSESLAT testing window.

At the conclusion of the test, all documents are cross referenced with ATS reports, making sure all documents are accounted for and all students who are eligible were administered all parts of the assessment.

Finally, due to new procedures, the ENL teacher does not score the Speaking or Writing sections of her own students. An ENL teacher from another school comes to assist during these times. Scoring of the Writing sections is done locally (with trained ENL teachers from neighboring school), but does not begin until scoring guides and training sets arrive in schools. Scorers do not score their own students' writing sections.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are distributed within the first 10 days of the school year. We use data from the RLAT to determine the proficiency level of the child. We then refer to the HLIS for information regarding the parent's preference of written communication. Letters are distributed to students and copies of letters are kept on file. Continued entitlement letters/translitional support letters are distributed by ENL teachers, Erin Kilbride and Sarah Komins in parents' preferred language of communication.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In order to facilitate/organize the process of tracking parent options, we created a document to illustrate trends. This is stored in the ESL teacher's room where it is easily assessable and updated. In addition, the Parent Teacher Coordinator and school secretary are also provided with a copy of this document. When new students are enrolled, their information is added and compared with previous data. Therefore, trends are continuously reviewed as the school year progresses. Data from our previously enrolled ENL students' parent selection forms indicate that there are 3 requests for TBE as a first choice (1 Urdu and 1 Spanish, and 1 Chinese). We will continue to keep this information on file and as per Aspira Consent Decree, when there are 15 or more students who speak the same language in one or two consecutive grade levels, we will open a bilingual program. Parents will be notified when this choice becomes available here at P.S. 128Q. At this time there is insufficient number of students to create a bilingual class.

As of the current school year, we are aligned with parent choice due to numbers of requests for TBE and Dual Language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Results from NYSITELL and spring 2015 NYSESLAT are used to determine number of units of study students receive in integrated and standalone ENL.

-Integrated ENL: Students will be grouped by grade level and ELLs will be placed in the same homeroom, allowing for scheduling of Integrated units of study. If a new student enrolls and there is not sufficient space, students will be brought from their homeroom to classroom of the majority of ELL students. The Integrated ENL units of study will be co-taught by a certified ENL teacher and a Common Branch/Content area teacher or by a dually certified ENL/Common Branch (Content Teacher)

-Stand-alone ENL units of study will be delivered by a certified ENL teacher. Students will be grouped by grade level and comply with the maximum allowable grade span of being two contiguous grades (except for students in special classes). Currently, our students are grouped as follows: K, 1-2, 3-4, 5-6 and 7-8

- b. TBE program. *If applicable.*

NA:

- c. DL program. *If applicable.*

NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Instructional minutes are calculated by using the table: Part 154-2 (K-8) English as a New Language (ENL)

Units of Study and Staffing Requirements table.

We use the table to determine the units of study each student will receive as per their proficiency level. Students will be provided stand alone and/or integrated ENL services accordingly.

Stand-Alone ENL is instruction to develop English language skills so that students can succeed in core content areas. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.

Integrated ENL is instruction to build language skills through content area instruction. Integrated ENL instruction

1. Entering students receive 2 units of study (360 minutes) that consist of 1 unit of stand-alone (180 minutes) and 1 unit of ENL/ELA (180 minutes)
2. Emerging students receive 2 units of study (360 minutes) that consist of 1 unit of stand-alone (180 minutes) and 1 unit of Integrated ENL/ELA (180 minutes)
3. Transitioning students receive 1 unit of study (180 minutes) of Integrated ENL/ELA
4. Expanding students receive 1 unit of study (180 minutes) of Integrated ENL/ELA or Content Areas
5. Commanding students receive .5 units of study (90 minutes) of Integrated ENL in ELA

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Delivery of Instruction for ELLs:

All ELA classes for ELLs are taught by licensed teachers and all ELLs receive their mandated ENL periods with licensed ESL teachers. Scaffolded lessons are used daily to ensure academic growth. Specific strategies used in our ELA classes are: chunking of texts, color-coding texts for easier navigation of complex texts and increased comprehension. ELA and ESL teachers also target and scaffold vocabulary instruction, use double entry journals, mind mirrors, and anticipatory guides. Additionally, discussion prompts and various levels of questioning are implemented to effectively engage students in collaborative discussions. ESL teachers are implementing the use of language objectives which are aligned to skills and content objectives for the ELA units of study. These language objectives are designed to enable English Language Learners to choose language which expresses ideas precisely and concisely.

Mathematics:

In mathematics, instruction to English Language Learners is delivered through a standards-based curriculum that is driven by the New York State Mathematics standards and new Common Core State Standards. ELL students are expected to follow the same curriculum as general education students. Teachers will identify their ELL students through data provided by the school as well as from informal classroom assessments, and plan accordingly to meet the needs of those students through the use of the workshop model.

Instructional Strategies and Grade Level Materials Utilized: Mathematics

- a) Grouping students by readiness using data from pre tests, post tests, quizzes, exit cards, and homework to provide students, with a scaffolded activity that is designed to meet them at their readiness abilities.
- b) Classroom interactive word walls will highlight important math vocabulary words. These word walls are created with the students and are organized with the definition of the word, a picture of the word, and an example of the word.
- c) Teacher-student conferencing is used to assist the student with individual weaknesses in order for the student to improve.

Social Studies:

In social studies, teachers will apply specific instructional practices to their ELL students and will be provided with professional development opportunities that focus on:

- Driving whole-class and small-group instruction using data from Scantron Achievement Series assessments to understand the needs of ELL students
- Students are grouped according to their academic/instructional abilities as well as literacy skills.
- Classroom Differentiation: ELL students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.
- Literacy in Content Areas- Emphasis on ELL instruction in reading and writing skills needed for students to perform complex literacy tasks as well as develop proficiency in reading comprehension. Literacy strategies/techniques such as questioning, identifying main idea, finding evidence to support a conclusion, and context clues are embedded in unit planning and assessments.
- Common Core State Standards – aligned units of study that incorporate opportunities for ELL students to read and analyze informational texts and write opinions and arguments in response.
- Interim and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.

In addition to using formal assessments such as the NYS English Language Arts and the NYSESLAT exam a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

Science:

In the science, teachers focus on the skills needed to work on with English Language Learners. We use various strategies to help the students. For example, Listening – teachers speak slowly, distinctly, and write down key terms for the students; Visualization – use graphic organizers, charts, graphs and figures to help further the students' understanding; Interpersonal strategies – teachers have group projects and cooperative learning and partner learners with strong English speakers, and they also have students participate in Think/Pair/Share whenever they can to include practice with English speaking; Encourage participation –teachers build solid structures for learning through consistent routines and rituals, they map out the units by giving them their own unit map, and the teachers relate to the students' prior knowledge and utilize it within the lessons; Laboratory – teachers incorporate many hands-on activities to assist with building knowledge; Demonstrations teachers demonstrate clear, procedural steps in order to participate in hands-on activities, they model laboratory activities and give pictorial guides to complete the tasks; Reading and Writing – teachers use Close Reading to increase Science comprehension and have students jigsaw to chunk down further and we are giving students many opportunities to practice writing with initial, interim and final writing pieces in each of the units on each grade; Instruction – teachers have been trained and utilize wait time for students to give them time to process and respond to questions; Vocabulary – teachers use many Language-based science games, picture glossaries and cognates (where science terms are analyzed and identified in many languages), and teachers have the students notify them whenever they recognize a new term that is pronounced or written similarly in their first language, and teachers keep interactive word walls which include pictures.

In addition, in science, we understand that literature, in all forms, is an easy way to familiarize students with a concept. For example, if we are studying a unit plants, we assign ESL students books to read for homework, that illustrate some the concepts we are going over in the main class unit. The vocabulary in the assigned books is simpler because we expect the students may have this vocabulary in their native language. We also design comprehension questions for them to answer to the best of their ability at that time. When it comes time for whole-class instruction, visual and tactile teaching aids like: seed packets, branches, flower petals, and assist with the discussion during class. These real objects give ESL students a reference point for learning. They can connect their prior knowledge to a new concept, making the learning more meaningful. We also include Poems and fiction stories which aid

students in their understanding of science concepts; the interest level is high because children are naturally curious about the world around them.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish-speaking ELLs are administered a Spanish LAB Examination upon initial entry. This gives the school some measure of their literacy levels in the native language. Research shows that students who are competent in their native language will learn English faster. Since we do not have a bilingual program at the moment, we do not administer the ELE and the Chinese Reading Test.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers will track students all year through ELL interim assessments, comparison of the levels on the NYSESLAT with other assessment data, our unit pre and post tests, and data-tracking sheets which the teachers complete based upon language objectives that are aligned to unit skill set.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- a. Plan for SIFE

After giving new students the NYSITELL exams, interviewing them, looking up reading scores in ATS if available, we will have a better idea of students' levels of literacy. Using leveled libraries in the classroom provides students with the flexibility and freedom they need to read books that are on the current level. Classroom grouping will provide for differentiation of instruction so that the teacher may focus on the special skills targeted for improvement.

These students present special challenges, since they must be socialized as well as educated. We encourage these students to participate in our Title III program, where they receive additional support. We are using Title III funds to implement parent workshops. This creates a bridge between the home and the school, and hopefully encourages both student and parent to try to communicate in English outside the school community.

We support the teachers of SIFE with professional development, curriculum development meetings, and teacher team meetings. During these meetings, teachers are presented with strategies that will help these students achieve their utmost potential.

Inquiry team data is presented as well and it is utilized to plan instruction.

- b. Plan for Newcomers

Our newcomer ELLs are placed in a class whose current students are mostly beginners as determined by the 2015 NYSESLAT scores or by the NYSITELL if they came after the 2015 NYSESLAT but before June 28th 2015. These students receive four extra periods of ESL per week. The newcomers will be provided with services that will help them transition academically, emotionally, and culturally. Toward the end of the program and afterwards, these students will receive the Rosetta Stone language program.

- c. Developing:

Our developing ELLs are held to the same rigor as their English-speaking counterparts. We will support their needs as ELLs who, based upon individual data analysis, still require focused instruction in reading and writing. Scaffolded lessons are used daily to ensure academic growth. Specific strategies used in our ELA classes are: chunking of texts, color-coding texts for easier navigation of complex texts and increased comprehension. ELA and ESL teachers also target and scaffold vocabulary instruction, use double entry journals, mind mirrors, and anticipatory guides. Additionally, discussion prompts and various levels of questioning are implemented to effectively engage students in collaborative discussions. ESL teachers are implementing the use of language objectives which are aligned to skills and content objectives for the ELA units of study. These language objectives are designed to enable English Language Learners to choose language which expresses ideas precisely and concisely. As additional support, we will provide them with "Achieve 3000" in order to assist them in developing these skills.

- d. Long-Term ELLs

All ELLs will be given the opportunity to participate in our extended day program, which provides small group tutoring for students at risk. We also have an after-school Title III program in ESL. The Title III program places special emphasis on literacy and math skills to help long-term ELLs succeed. In this program, we not only focus on literacy skills, but we also provide intensive work on language development through the content areas. Topical vocabulary is stressed during these

lessons.

Other Title III classes focus on language development, listening and speaking skills, and use of technology to support those skills. In the spring term, students focused on skills they would need to handle the NYSESLAT examination, including intensive study of vocabulary, reading and listening skills, and ultimately, writing practice.

The push-in model allows for the ELA and ESL teachers to confer on the progress of these long-term ELLs, which is another step toward meeting their individual needs. Reinforcement of the habits of proficient readers is paramount, and instruction must be geared toward developing skills such as inferencing, main idea, and cause and effect. Most long term ELLs are indicating a lack of proficiency in these specific literacy skills and teachers are analyzing this data to conduct intervention services in small groups.

e. Plan for former ELLs

Although these students have reached proficiency, we still monitor their progress and make sure that we help them transition by providing them with time and a half on the state assessments and with a glossary in their native language as well. We have found that these modifications have helped our newly proficient students feel confident and transition smoothly. Additionally, for two years, our transitional students receive a translation of terms glossary for English Language Arts, Math, Science, and Social Studies in addition to a regular translation glossary. Students are told that even though they have reached proficiency on the NYSESLAT, they are still provided with support such as the extra time on tests and the glossaries to help them transition. We try, wherever the program permits, to retain proficient students in a class with ELLs. In that manner, they receive the additional support from the ESL teacher, as per the CR PART 154. They are afforded the use of the Rosetta Stone program to further develop their vocabulary and spoken skills, they are programmed for Achieve 3000, and they are offered the opportunity to participate in Title III classes. Additionally, they will also be given the opportunity to attend the extended day sessions, where they can develop test-taking skills.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Phase 2 of the Re-Identification process reevaluates the decision to ensure the student has not been adversely affected by the determination. This review is initiated by the principal. During the review process, the principal will consult with a staff member of the school—the classroom teacher/ ENL teacher, the parent/guardian, and the student. If it has been determined by the principal that the student has been adversely affected, the principal will provide additional support services to the student as per CR Part 154-2.3.

The principal can also make the decision to reverse the ELL status by consulting with the superintendent. The parent will be notified of the the final decision in writing in the parent's preferred language within 10 school days.

Progress is ensured by monitoring student data such as baseline assessments, end of unit assessments, MOSLs, and running record data.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In order for the ELL-SWD students to both accelerate their English language development and have access to the appropriate academic content, the teachers provide modifications as mandated by their IEPs. In addition, our Standards-Based Model lesson plan allows the teacher to provide individualized instruction by using data collected during class conferences, pre/post assessments, and classroom observation. For additional support, all ELL-SWD are enrolled in the "Achieve 3000" literacy program, a web-based program that is individualized to each student's level and need. We are also assessing the SWD ELLs through Scantron Achievement Series to determine their reading proficiency. This data will then be used to provide subsequent support in reading instruction, through a small group session 1-2 times per week. Teachers of ELL-SWDs also provide appropriate scaffolding for vocabulary via the use of student-friendly definitions and illustrations. Teachers will tailor their instructional approach to the needs and level of each student, as well as the mandated of their IEPs. SWD-ELLs will receive one-on-one conferencing and assistance with skills as needed.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to meet the diverse needs of the ELL-SWD students, we strive to provide their instruction in the least restrictive environment. We do so by affording all SWD classes a schedule that has them receiving their ESL instruction through push-in classes whose lessons are meticulously planned by BOTH the ESL teacher and their classroom teacher. The two teachers take an active role in these lessons, and each teacher handles his/her own groups for conferencing and work time. In the event that additional services are mandated for specific students, they are pulled out to receive small-group instruction by a licensed ESL

Chart teacher. This allows the teacher to provide targeted instruction that takes into consideration each student's mandated modifications and allows for small group and differentiation of instruction.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

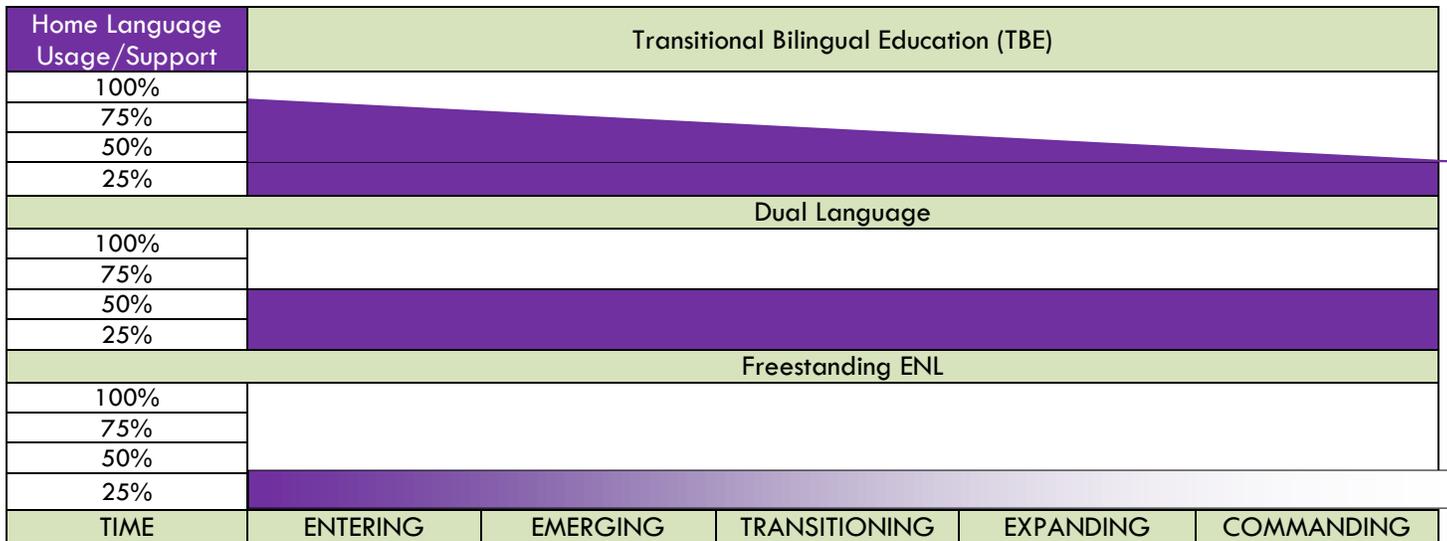


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our targeted intervention program for ELLs is providing extra periods in literacy using the "Achieve 3000" program, a web-based, individualized program that is scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency, and performance on high stakes tests. It is matched to each student's individual Lexile level, and utilizes technology to help each student progress in reading and writing proficiency. In addition to Achieve 3000 targeted intervention in ELA and other content areas are groupings with scaffolds, and targeted conferences to address student's specific needs. ELA and Math are programmed in double blocks as an intervention service to allow for a deep study of the subject. Teachers are provided easily-obtained data through the computer. In addition, some ELLs are targeted for an AIS Math program.

In the science and social studies departments, there is a literacy component in our instruction that bridges all content area subjects. We want our ELLs to use the native language to support their learning. Therefore, we allow them to carry electronic translators and we have both picture and regular dictionaries in addition. We have word-to-word dictionaries as well, and we place those in our ELL content area classrooms. When students come in from other countries, we pair them within their classes with students in the same language group so that they can assimilate to the school setting. We also maintain a list of current staff which includes any language other than English that they can speak. When we require translation services, either for administrative purposes, or for the students, we can call upon them utilizing this list.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In order to measure the effectiveness of our current program, our school uses data from various content and English language proficiency assessments, including the NYSESLAT, Periodic Assessments, NY State Tests in ELA, Math and Science, and MOSL assessments in ELA, Math, Science, and Social Studies. For the 2014-2015 school year, 60% of our ELLs who took the state math test scored either a 2 or a 3. The majority of the ELLs also made progress on their content-area MOSL assessments, when comparing the beginning-of-year MOSLs to the end-of-year.

We also use classroom-level data and assessments to measure the effectiveness of our content-area ELL instruction. All teachers who have ELL students in their classes are provided with the names of these students and their proficiency levels at the beginning of the year. In addition, integrated instruction in ENL and content is provided in at least one of each ELL's content-area classes, and this instruction is collaborative between the content teacher and a certified ENL teacher. All teachers measure the growth of students' content area skill development using data sheets that track their progress on each skill that is taught throughout the year. This data is analyzed on a regular basis, and additional scaffolds are added for the ELLs who are not showing adequate progress, or meeting grade-level expectations for content area skills.

In addition, in order to determine the effectiveness of our program as it is meeting the language development needs of our ELLs, we use the AMAO tool to look at students' growth on the NYSESLAT and state tests, as well as the percentage of our students who achieve English language proficiency each year. For the 2014-2015 school year, 21.6 % of our ELLs achieved proficiency, which is above the state's target for AMAO 2. Furthermore, although AMAO 1 calculations are unavailable due to the change in levels from the 2013-2014 to the 2014-2015 school year, based the available data, the majority of ELLs moved up at least one entire proficiency level on the 2015 NYSESLAT.

12. What new programs or improvements will be considered for the upcoming school year?

In accordance with the new C.R. part 154, program improvements will be made this year to the free-standing ENL program. In addition to standalone ENL instruction, all ELL students will now receive integrated ENL/ELA (or other content-area) instruction, co-taught by a certified ENL teacher alongside a content-area or common branch-certified teacher for at least 1 unit of study per week. The standalone ENL component of the program remains the same.

13. What programs/services for ELLs will be discontinued and why?

13. No programs or services for ELLs will be discontinued this year.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We have Greater Ridgewood Youth Council (GRYC), which is an after-school recreational program. Flyers are sent out to parents in multiple home languages to afford all ELLs to opportunity to participate in the program.

We also offered our Grade 8 ELLs the opportunity to participate in the specialized high school preparatory course being offered here. Permission slips are sent out to parents in September. The classes are meeting for 8, one hour sessions per week during the month of October.

Opportunity to participate in all recreational and academic programs is offered to ALL students in the school, including our ELLs. Historically, many of our ELLs have participated in the Title III After School Program for ELLs. We offer Title III services to newly-proficient ELLs as well. That program is offered through one before-school class which will meet three times per week, two after-school classes which will meet twice per week, and one parent ESL class which, historically, we have begun in January. All of

this is contingent upon staffing, funding, and the demand of the parents.

Other recreational programs involve our physical education department. We have a program called "CHAMPS". This program invites all students to participate. It is a recreational multi-sport oprogram.

All students are invited to join the student council as well, which meets once a month with the principal. This council plans social activities and discusses its ideas for student involvement in the school community.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We utilize SMARTBOARDS, ELMOs, and laptop computers in the course of our instruction to create visual aid. These support delivery of lessons, as well as development of special projects. We have leveled libraries as well as native language books, and we have distributed a dictionary to every ELL in the building. Students are also supported through use of word-to-word dictionaries in the classroom and on standardized examinations. We use "Achieve 3000" with our ELLs.

For the newcomer subgroup of our ELL population, the computer software program Rosetta Stone is utilized to help develop students' basic social English skills, in all 4 language modalities.

All ELL students also have access to MyOn, an online interactive reading program that allows students to read books at their independent levels, and includes an audio component to allow students to listen to books being read by a native English speaker. This program is used during independent reading time at school, and is also available to students at home to provide extra support for their reading development.

Content area instructional materials that are used for all ELLs include glossaries (with pictures) of content-specific vocabulary and concepts; modified or, when available, native language content-area texts; and dictionaries and/or electronic translators in students' home languages.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

When students are still insecure with English, we pair them with students in the class who share their native languages and can assist them. We try to utilize students who have proficiency in their native language, as well as competence in English. As previously mentioned, word-to-word dictionaries are available in most of the native languages represented. We allow the use of electronic translators in the classroom to support content area comprehension. We have also purchased English dictionaries for students to use along side the translation dictionaries. Their aim is to help students with vocabulary across the content areas. Native language libraries are available in the school, as well as in the school library. The school librarian supplies the library with books in several languages represented among our student body. ELLs whose IEPs specify a bilingual para will receive that service as well. That provides native language support for selected ELLs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All students receive access to the same curriculum. All text in all content areas are at students grade level. Access and support to the texts and other materials are scaffolded by chunking, filtering vocabulary and guided questioning which are used to increase comprehension.

The supports utilized by ELL service providers are designed to scaffold the school-wide curriculum, which addresses skills that are developmentally in line with students' age and grade level, according to the Common Core Learning Standards adopted by New York State. It also utilizes texts that are at an age-appropriate interest level for the majority of students in that grade. When alternate texts are used to support ELLs who are reading far below grade level, as well as ELLs with disabilities, the texts are specifically chosen to ensure that the content and topics are age-appropriate, while still being accessible to these students. For this reason, grade-level texts are often adapted for lower reading levels if no age-appropriate texts are available at these levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled students and their parents are provided with a tour of the school. During the tour, they are explained the breakdown of the school policies as well as are shown important places such as the cafeteria and the auditorium. They bell system is explained to them as well as the number of periods in a school day.

19. What language electives are offered to ELLs?

ELL students in grades 7 and 8 are given the opportunity to take Spanish as a foreign language.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers of ELLs will have ongoing training in differentiated instruction. In addition to attending professional development sessions provided by school personnel, teachers will also receive training from outside consultant (i.e. Generation Ready; ASCD) instructors in the use of data to create appropriate scaffolds for learners. We are conducting professional development sessions to ensure that current, research-based vocabulary strategies are utilized for our students. Teachers who share ELL classes will work in teams to plan collaboratively. All content area ELL teachers are trained through planning periods with assistant principals and lead teachers who have been trained in differentiated instruction techniques; creating and using language objectives which are aligned to unit tasks and skills in ELA curriculum; scaffolding for complex texts and tasks; and increasing student engagement through speaking and listening

ELL-related professional learning sessions will be provided during the allotted professional development time on the last Monday of every month (or the second-to-last Monday if school is not in session on the last Monday). All teachers of ELLs will attend the following ELL-related PDs:

DATE TOPIC

Monday, October 26th: Integrating ELLs into the classroom

Monday, November 30th: ESL strategies to use in the content-area classroom

Monday, December 21st: Data collection and analysis for ELLs

Monday, January 25th: Resources to support ELLs

Monday, February 22nd: Providing native language support to ELLs

Monday, March 28th: Vocabulary strategies for ELLs

Monday, April 18th: Collaboration and co-teaching for teachers of ELLs

Monday, May 23rd: Scaffolding reading development for ELLs

Monday, June 20th: Integrating speaking and listening development for ELLs

Additionally, teachers of ELLs will be sent to outside learning opportunities given by the Queens North Field Support Center, the UFT, R-BERN and other organizations that offer professional development to support ELL teachers throughout the year. All non-teacher ELL personnel, who do not attend the Monday PD sessions (including psychologists, guidance counselors, speech/occupational/physical therapists, secretaries, and parent coordinators), will receive ELL-related professional development at other times throughout the school year, both in-house and by attending outside learning opportunities. Topics for these sessions will include: protocol for intake of ELLs, including registration and administration of the HLIS, parent outreach and contact for LEP parents, data collection and analysis for ELLs, protocol for determination of SIFE status, protocol for identification of ELLs with disabilities (LPT).
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers will receive professional development sessions which address the rigorous demands of the Common Core Learning Standards, in terms of the six shifts. To address academic vocabulary, the staircase of complexity and knowledge in the disciplines, teachers will be presented with sessions to increase the scaffolding of vocabulary for ELLs. In addition, teachers will be presented with professional development sessions on how to approach complex texts with ELLs, using strategies such as chunking and questioning to increase student comprehension.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We place a high priority on helping students become comfortable with changes in their academic lives. In the spring semester, we invite parents of incoming kindergarten students and as well as students in grade five, to special Elementary or Middle School Orientation evening at the school. Parents and students are provided with a tour of the building (Kindergarten Orientation) as well as visit classrooms and content area teachers (Middle School Orientation).

To aid in communication with English Language Learners and their families, our staff has been provided with a list of in-house school personnel who speak various languages represented by our ELL population. That list has been distributed to the entire staff and is available for secretaries, guidance counselors and other staff members in the main office.

We will also have a full-staff training on understanding the LAP and what it means for the ELLs. The entire staff should be familiar with this document, and understand how it influences the program and instruction for ELLs. This training will take place at a full-staff faculty conference when the final document is approved. This includes paraprofessionals, special education teachers, guidance counselors, the SBST, speech teachers, and our parent coordinator.

All secretaries and guidance counselors receive a repeated workshop dealing with handling the intake process to ensure compliance. Guidance counselors are often called upon to assist in the intake process. Secretaries also must understand that the process of admitting students is different for potential ELLs. This training takes place in September.

In addition, guidance counselors are trained to help students transition from one grade to another, as well as helping students who are new to the school. The ELL teachers and assistant principals provide staff with training on how to handle the task of helping ELLs become successful, both academically and socially. Some tips for communicating with ELLs are shared, such as: helping ELLs understand by using TPR, facial expressions, gestures, and even pictures, charts and maps, the difference between academic language and communication skills, using vocabulary ELLs already know to introduce new words and topics, breaking up long or complicated concepts into smaller, more comprehensible chunks, etc.

Flyers are sent home in varying native languages to inform the parents of high school fairs. Guidance personnel is trained to handle this. Guidance counselors come into classrooms to explain the whole process of moving to high school. Discussions include teachers so that they may help their students. This is also presented in the auditorium in large group format, and parents who are free are invited to participate.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school meets the professional development requirements as per CR Part 154.2 for all teachers by providing ELL-related PDs once per month, during the regularly scheduled professional development time on Monday afternoons. These sessions will focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Topics for these PDs will be: integrating ELLs into the classroom, ESL strategies to use in the content-area classroom, data collection and analysis for ELLs, resources to support ELLs, providing native language support to ELLs, vocabulary strategies for ELLs, collaboration and co-teaching for teachers of ELLs, scaffolding reading development for ELLs, integrating speaking and listening development for ELLs.

Our school meets the professional development requirement as per CR Part 152.2 for ENL certified teachers by sending these teachers to outside ELL-related PDs (in addition to the in-house Monday professional development). These professional learning opportunities are by the Queens North Field Support Center, the UFT, R-BERN and other organizations, and they will focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Attendance is documented through a sign-in sheet and records are maintained with administration. Teachers are encouraged to store agendas as proof of attendance.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to PTC, initial parent orientations, quarterly progress meetings, we will be meeting with parents of ELLs to discuss the goals of the program, their child's language development progress, English language proficiency assessments, and language development needs in all content areas. All staff necessary to inform parents of their child's progress will be in attendance. A qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We will ask for available staff or use the Translation unit (if necessary). Meetings are scheduled during our designated Parent Engagement time.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Annual individual parent meetings with ELL parents as well as outreach is recorded on a Parent Engagement Log. The log includes details of the outreach with the parent-manner of outreach (email, letter, phone call), name of parent contacted, topic of discussion and Next Steps.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are provided with subject-appropriate workshops on an ongoing basis. Some of these include:

- a) Orientation and program selection
- b) Understanding the NYSESLAT examination
- c) What is required of your child on standardized examinations?

These subject-appropriate workshops are facilitated by the ELL teacher, along with varied personnel depending upon the topic. We have utilized subject teachers, ESL teachers, and assistant principals to assist us with these activities. We also provide translation services through school personnel, and each meeting is translated into the varying home languages of the parents present. Wherever necessary, we will utilize the translation services provided by the Department of Education.

All parents are invited to workshops continuously throughout the school year. These are facilitated by assistant principals, our parent coordinator, and teachers as required. Simultaneous translation services are provided by bilingual staff as necessary for each specific group. Those deal with:

- a) guiding good choices--a 5-session workshop on drug prevention and strengthening parental relationships with children.
- b) how to read the report card
- c) health issues
- d) promotion standards
- e) high school application process
- f) high school articulation (fairs)
- g) meet the teachers school and curricula orientation night
- h) nutrition
- i) bullying
- j) NYSESLAT orientation for parents of ELLs
- k) program selection orientation for parents of new ELLs

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with community organizations to provide workshops to all parents, and flyers are sent out in native languages of ELL parents in order to get them to attend. Outside organizations conduct in internet safety (cyber-bullying), the local police precinct (104th) does a workshop on gang awareness, and the FDNY will present a workshop on fire safety as well.

5. How do you evaluate the needs of the parents?

With the assistance of our ELL teachers and parent coordinator, a needs assessment will be disseminated to parents. It will be translated into home languages represented by the greater percentage of our ELL population.

6. How do your parental involvement activities address the needs of the parents?

Based on the findings of our needs assessment, workshops and meetings focusing on parent requests and needs will be provided. All meetings and parent activities include staff who can provide translation service for our non English-speaking population. As previously mentioned, we maintain a list of staff who have knowledge of languages other than English for this purpose.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Camillo V. Turriciano	Principal		1/1/01
Eva Petrolekas	Assistant Principal		1/1/01
Melissa Phillips	Parent Coordinator		1/1/01
Erin Kilbride	ENL/Bilingual Teacher		
Lisa Sausa	Parent		1/1/01
Sarah Komins	Teacher/Subject Area		1/1/01
Cynthia Monti	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Giselle Uzchca	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Elizabeth Caba	Other <u>SETSS Teacher</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q128** School Name: **PS/IS 128**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We review the HLIS forms on an ongoing basis and consult with our parent coordinator. We utilize an ATS report, RHLA, which gives us the variety of languages spoken in the homes of our students. In addition, parent contact cards, which are filled out during the first week of school, have a "language spoken at home" information section. When parents register their children, they are asked to write down the language in which they want communication sent home. They have the right to ask that we communicate in their native language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Examination of the RHLA indicates that approximately 70% of our population is English-speaking. The next most predominant language is Polish. Other languages that are represented in the school are Arabic, Albanian, Chinese, Romanian, Spanish, Polish, Turkish, Italian, and Urdu. The general school community is apprised of this through the ELL teachers and assistant principal, who will often try to pair students with the same native languages so that they may help each other to assimilate to the school community.

We consult the HLIS forms of our ELLs to determine the language the parents request for communication with our school. If it states a language other than English, we use translators or have our parent coordinator send forms to the DOE Translation Unit. We print our RPOB reports for teachers who

have ELLs in their programs. These are accompanied by a list of the abbreviations for the commonest languages spoken among our ELL population. In this way, the teachers are aware of their students' home languages.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates the following documents that require translation: annual handbooks and discipline codes, which are distributed in September; parent-teacher conference announcements, which are distributed two weeks prior to each conference (in September, November, March and May); after-school program announcements, which are distributed approximately one month prior to the start of the program, in December); MOSL and NY State testing dates and announcements, which are distributed approximately two weeks prior to the tests, in September, March, and May; notices announcing the meeting giving a general overview of the curriculum, which are distributed 10 days prior to the meeting (in September); notices announcing monthly Parent Association meetings, which are distributed 1 week prior to each meeting, and agendas/reflection forms for those meetings, which are distributed at the meetings themselves; and all notices from school leadership, which are ongoing throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings that our school typically has with parents throughout the year include initial intake meetings and interviews (conducted during enrollment), Meet the Teacher night (which occurred on September 17, 2015), Parent-Teacher Conferences (which will occur on November 17, 2015; March 2, 2016; and May 17, 2016), and IEP meetings (which occur periodically throughout the year for parents of students with disabilities). Informal meetings with parents occur regularly on Tuesday afternoons, during Parent Engagement time, and at various other times throughout the year based on the availability of parents and teachers. Other informal interactions with parents include phone calls by teachers, guidance counselors, administrators and service providers. During each of these interactions, oral translations are needed for parents who prefer to communicate in languages other than English. We provide the below-outlined language assistance services for these occasions.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If needed, written translations are done for school wide documents, including annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, NY State testing dates, general overview of student curriculum, and leaders from school leadership. Before documents are sent home, available staff translate documents and return for copies to be made for families who request alternate translation of documents. If a particular teacher needs something translated, we provide that as well. Most translations are done in-house by the staff of P.S. 128Q. We have staff who are fluent in Spanish, Greek, Arabic, Polish and Chinese. All work together and provide translations when needed. If a language is needed for which we do not have an in-house translator, documents are sent to the Translation and Interpretation Unit to be translated before reproduction and distribution.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Most oral translations are needed during conferencing with parents or during the initial intake. As stated earlier, we are fortunate to have staff who speak the languages of our families. However, when an oral translation is needed and a particular staff member is not available, we rely on the Translation Unit for assistance. At times, Polish parents have volunteered during Parent Teacher conferences as well.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff will be provided with a Translation and Interpretation Unit brochure, which details the procedures for utilizing the Translation and Interpretation Unit, and provides information about the responsibilities of the school for communicating with parents in their preferred languages.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster

- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

According to the Chancellors Regulations there are 30 days to determine the language needs of parents and a responsibility to maintain a record of this information. At the moment of intake, we determine language needs of parents on the HLIS and on the Preferred Communication form provided by the NYCDOE. This information is compiled and added to the existing document created by the ESL teacher. We refer to this document when determining the oral language needs when providing the Parent Orientation, holding parent meetings such as IEP or PTC. In addition we use this information when preparing to send notifications home to parents as well: IEP meeting, PTC meetings, as well as entitlement letters. We have staff members who can provide translations (oral and written) when needed. However, if a time occurs when staff is not available, we rely on the Translation Unit, via the phone to provide important information to parents.

We also translate important documents and signs for parents. For example, our school provides parents with a copy of the

Bill of Parent Rights and Responsibilities, in various languages, which includes their rights regarding translation and interpretation services.

In addition, our Parent Coordinator's office displays a sign indicating the availability of interpretation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school gathers feedback from parents on the quality and availability of translation and interpretation services in two ways. 1. At the end of each meeting held with parents, parents are asked to fill out a form reflecting on the meeting, and asking for feedback about what could be improved regarding our communication with parents. On this form, parents can indicate how they felt about the translation or interpretation services that were provided. 2. In February of each year, parents are provided with the official NYC School Survey, on which they are asked about the quality of the communication our school provides, including translation and interpretation services. Both of these sources of feedback provide valuable data for us to use in considering improvements to the translation and interpretation services we provide to parents.