

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**25Q129**

**School Name:**

**P.S. 129 PATRICIA LARKIN**

**Principal:**

**MARILYN ALESI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 129 School Number (DBN): 25q129  
Grades Served: PK-5  
School Address: 128-02 7<sup>th</sup> Avenue College Point NY 11356  
Phone Number: 718-353-3150 Fax: 718-321-2476  
School Contact Person: Marilyn Alesi Email Address: malesi@schools.nyc.gov  
Principal: Marilyn Alesi  
UFT Chapter Leader: Denise DiLiberti  
Parents' Association President: Danielle Zuvich  
SLT Chairperson: Angela Fiorenza  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Gina Holmes  
Student Representative(s):

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place, Flushing NY  
Superintendent's Email Address: DDimango@schools.nyc.gov  
Phone Number: 718-281-7605 Fax: 718-2817690

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 917-225-2020 Fax: 718-391-8320

## 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)
Marilyn Alesi	*Principal or Designee	
Denise DiLiberti	*UFT Chapter Leader or Designee	
Danielle Zuvich	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Gina Holmes	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	
Antonella Rolleri	Member/ Parent	
Laura Esposito	Member/Parent	
Danielle Pisanti	Member/ Staff	
Angela Fiorenza	Member/ Staff	
Amy Bienkowski	Member/Staff	
Patrick Chung	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

### **School Description and Mission Statement**

Our school mission statement for P.S. 129 is as follows:

"Children can..."

"Through a commitment to educational excellence, in a secure and supportive environment, the P.S 129 community will inspire students to become lifelong learners and to develop a strong sense of self-worth and respect. We facilitate scientific discovery, artistic creativity, and the use of technology. We respect different learning styles and encourage students to become independent thinkers and responsible citizens in a diverse world."

P.S. 129 is located in College Point, Queens. College Point is a historical neighborhood with many one and two family homes. Traditionally, College Point has been a stable community with many long- time residents. Within the last ten years there has been a major increase in population in the community. Several multiple family dwellings have been constructed in place of some one family homes. We are proud of our diverse school community with multi-ethnic backgrounds. We have approximately 1125 students in grades PK – 5. In addition to our general education population, we have 10 ICT Co-teaching classes and 6 Self Contained Special Education classes of which we are very proud. Our ESL (English as a Second Language) teachers provide an English as a Second Language program to assist children for who English is a second language. We have approximately 180 students in our current ELL (English Language Learner)program.

Students are exposed to technology at a young age. Each classroom has two –three IMACs available and a minimum of 10 IPADS. In addition, students are able to access laptops and additional IPADS in their classrooms for research and student work. Each classroom is outfitted with a SMARTBOARD (two in each ICT(Integrated Co-Teaching) classroom) and each teacher with an iPad. Our library will also contain at least 12-15 IMACS. This increased technology helps to prepare students for the technological changes to the world around them.

### **Partnerships**

Currently, all grades are using Go Math and Ready Gen, the Core Curriculum provided by NYCDOE(New York City Department of Education). Teachers adapt these programs to meet the needs of their students. Our arts program consists of full-time visual arts, dance, drama and music teachers, allowing students to access in all four arts disciplines. We have partnerships with Marquis Studios, Brooklyn Conservatory of Music, The New York Debate League, CASA(Cultural After School ARTS Programs); QSAC (Quality Services for the Autistic Community); Activity Works and Dancing Classrooms.

### **Initiatives**

PS 129 celebrates its promising practices. Our programs foster a sense of respect and pride in our students. Students learn how to treat each other as equals, learn the basics of chivalry, and take great pride in their performances throughout the year. Several initiatives will continue this year. They include:

- Our anti-bullying program which was highlighted on the DOE(Department of Education) website. Students in grades 4 and 5 will continue as mentors for our younger students to help solve problems and become big brothers and sisters.
- Our 'Wildcats' basketball team and cheerleaders will again take place next year, giving students a sense of teamwork and responsibility.
- Our Annual Health Fair, engaging community members, parents and students, in collaboration with our Health and Physical Education program, will continue again this year.
- Career day will continue to be held in June in conjunction with college and career readiness. Volunteers from city agencies, our parent population and community members come in to share a little about their careers and children get a better understanding of how the skills they learn in school can and will apply to real life situations.
- We celebrate students' good work through writing celebrations, our annual awards night and student arts performances. In addition, this year, all of our arts cluster teachers, dance, visual arts, music and drama held celebrations for parents in every class in their schedules.
- We have an active Parent Teacher Association. One of the highlights is our after school parent-child arts and crafts workshop. In addition, our teachers have worked together on over 30 parent presentations for several Tuesday afternoons to help bring parents into the building and share ways to help their children, bridging the home-school connection.

New Initiatives this year are:

- The Quality Services for the Autism Community (QSAC) will be partnering with PS 129 for the 2015-2016 school year. The objective of this partnership is to launch new classroom management techniques and behavior interventions for General Education and Special Education teachers, as well as, all paraprofessionals. The program offers training in introducing Autism and Applied Behavior Analysis (ABA), as well as how to increase language and communication. Training for obtaining baseline data to then use for designing Behavior Intervention Plans will also be provided.
- This year we instituted the 'Star-Bucks' behavioral program as a school wide initiative. Students earn both individual and class 'Star-Bucks', which are redeemed for a wide range of rewards. The initiative was embraced by the entire school community with class rewards that included a tour with the custodian engineer, extra time at carnival, etc. These rewards help to promote community awareness, interpersonal skills, and acts of kindness.

## **2. Special Student Populations and Specific Needs**

We have approximately 180 English Language Learners and 240 Students with Special Needs, in addition to 63% of our students in a low economic bracket and 40 Students in Temporary Housing.

We have approximately 180 English Language Learners and 240 Students with Special Needs, in addition to 63% of our students in a low economic bracket and 40 Students in Temporary Housing.

Our subgroups are in need of at-risk counseling services, funds for activities within the school and trips, Response to Intervention services and classroom scaffolding of work. Through professional development through QSAC and the GoldMansour-Rutherford scaffolding techniques, teachers will continue to refine their practice. Our teachers work collaboratively in professional learning communities to analyze student data and direct student learning objectives. They also create and share rubrics that are given to students prior to beginning projects and activities, so that students are constantly aware of expectations set for them.

We will maintain two guidance counselors and a new bilingual speech teacher to help meet the needs of these students. We will also hire a teacher to assist with Response to Intervention Services and will provide an additional ESL teacher for our ESL children.

### **3. Elements of the Framework that We Made Most Progress Over the Past Year**

- Rigorous Instruction
- Collaborative Teachers
- Strong Family Ties
- Supportive Environment
- Effective School Leadership

### **Key Areas of Focus for this School Year**

In the areas of rigorous instruction and collaborative teachers, our focus will be progress monitoring and aligning tasks to the CCLS(Common Core Learning Standards).

## 25Q129 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1103	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	65.0%	% Attendance Rate		93.8%
% Free Lunch	65.0%	% Reduced Lunch		11.5%
% Limited English Proficient	10.8%	% Students with Disabilities		16.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		1.9%
% Hispanic or Latino	52.3%	% Asian or Native Hawaiian/Pacific Islander		28.9%
% White	16.3%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		1
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	42.5%	Mathematics Performance at levels 3 & 4		59.8%
Science Performance at levels 3 & 4 (4th Grade)	93.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	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.
- As a result of our latest Quality Review, we received a score of Proficient in 1.1 and the suggestion to increase to well-developed status was to further the refinement of curricula to the Common Core Learning Standards (CCLS) and instructional shifts across all subjects to deepen cognitive engagement for all learners. (1.1) Current Principal Performance Outcomes (PPO) data indicates that we should strive to increase 5.1 Quality Review component in analysis of progress and progress monitoring. This will be a major focus for next year.
- We have collaborative staff, who work together as both grade teacher teams and cross-grade teacher teams. For the past year, teachers have worked on filling in any gaps in the Ready Gen reading and writing programs. The teachers have done an excellent job in trying to provide rigorous instruction in reading and writing. Although the Ready Gen curriculum writers tried to revise their writing program, there still remain many gaps that the teachers work on continuously. We plan to revise the kindergarten program in writing completely next year and use support from the Teacher's College(TC) Writing Project. Teachers have analyzed the item skills analysis from the English Language Arts (ELA) 2013-2014 exam and have noted a need for vocabulary development and analysis of figurative language. Reading informational text is a need for our younger students, while analysis of literature is more of a problem for older students. In addition, we must work on increasing our average student proficiency in ELA based on the fact that there was a decrease in the ELA Average Student Proficiency. In 2012-13, the data indicated and average student proficiency of 2.82 while in 2013-14, the data indicates 2.78. We are currently analyzing data from 2014 and 2015. Both math and ELA scores have increased by 6%.

### 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, kindergarten teacher teams will collaboratively develop 4 rigorous CCLS units of study in writing to improve student outcomes as measured by the end of year Measures of Student Learning (MOSL) and end of unit performance tasks.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development Monday time will include planning rigorous instruction and focused instruction, while monitoring student progress. Kindergarten teachers will continue to focus on rigorous instruction in writing.</p>	<p>All kindergarten teachers and clusters</p>	<p>September 2015-June 2016</p>	<p>Teachers, Supervisors</p>
<p>Scaffolded learning will be a priority in the development of lessons and adapting the curriculum to meet the needs of ELL and Students With Disabilities (SWD) students.</p> <p>We continue to provide GoldMansour –Rutherford techniques to assist all learners.</p> <p>Response to Intervention(RTI) and Academic Intervention Services (AIS) services will be provided to students in need.</p> <p>Push-in ESL will be a school-wide focus.</p> <p>Title III Saturday program will focus on integrating arts into the content areas for students at-risk, SWD and English Language Learners(ELL) students</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Supervisors</p>
<p>Parent Workshops will be conducted throughout the year by each teacher and the Parent Coordinator to help bring a supportive and collaborative school-home connection. Celebrations will be held in each classroom and by our arts and cluster teachers.</p>	<p>Parents, Parent Coordinator, teachers, students</p>	<p>September 2015-June 2016</p>	<p>Teachers, supervisors</p>
<p>Progress Reports in January for all grades and ESL Progress Reports will be administered.</p>	<p>Parents, students</p>	<p>January 2016-June2016</p>	<p>Supervisors</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.

Resources include classroom teachers, cluster teachers, technology resources, guided reading libraries, math manipulatives, common preps and coverage for teachers, arts programs.

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

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

**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.

Weekly agendas, supervisory inquiry, teacher inquiry and student progress reports will monitor the progress. Student achievement in the February writing units and performance assessments will be compared to September units and performance assessments.

**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.

The Framework for Great Schools Report 2015 shows that we received a ‘Proficient ‘ score. Our Quality review score was well-developed in this area.

Movement of Students with Disabilities is at .09 as compared to the citywide average of .30. De-certification of students in ICT classes and Self Contained classes from speech services will be considered, when processing skills are the predominant issue.

**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.

By June 2016 we will aim to increase the number of students decertified in the speech program by 20% in grades 4 and 5. It is a goal to move 20% of our self-contained students in grade to ICT environments.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>We provided professional development in a Preventive Behavior Program that we have entitled S.T.A.R. Students</p>	<p>Students, teachers</p>	<p>Sept. 2015 - June 2016</p>	<p>Teachers, Supervisors</p>

<p>and classes earn STAR-bucks to earn class and individual rewards for positive behavior.</p> <p>Professional Development incorporating our school focus ( Progress Monitoring and Aligning Performance Tasks to CCLS standards.)</p> <p>Teachers of SWD will meet monthly to compare strategies.</p> <p>Inter-visitations between teachers of self-contained classes and ICT classes will take place monthly.</p> <p>Teachers and paraprofessionals will take part in monthly QSAC workshops.</p>			
<p>SIT committee meetings will continue to review student work for students in need of AIS or RTI services. Intervention kits from Teacher Created Materials for each grade are in use.</p> <p>A Saturday Program for students in Grades 3-5 and ELL children in grades 3-5 will take place in January and continue through March.</p> <p>An anti-bullying program exists, where in students in grades 4 and 5 assist students in the lower grades that have minor difficulties in peer relationships.</p> <p>A peer tutoring and monitoring program takes place for all 5<sup>th</sup> grade students.</p>	Students, teachers	Sept. 2015 - June 2016	Teachers, Supervisors
<p>Parent – Child Workshops from Marquis Studios will take place in conjunction with our Saturday Program</p>	Students, teachers	Sept. 2015 - June 2016	Teachers, Supervisors
<p>Parents will be invited to celebrations in writing, and the arts to build a home-school connection.</p> <p>School Spirit Day on every Friday enables all members of the school community to come together by wearing spirit-wear and school colors.</p> <p>The Student Government, made up of 4<sup>th</sup> and 5<sup>th</sup> grade representatives, help to bridge the staff –student and parent connection</p>	Students, teachers	Sept. 2015 - June 2016	Teachers, Supervisors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
QSAC, per session; per diem; arts funding; teachers; ESL teachers; f-status teacher											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Monthly SIT meetings will maintain checkpoints of student progress of students at-risk and grade 4 and 5 self-contained students.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

• In an analysis of the Teacher Evaluation System (Advance), 2013-2014 showed that 90% of the staff was rated highly effective in professionalism, especially the area of participating in professional learning communities. In 2014-2015, 95% of the teachers were rated highly effective in professionalism.

• Inter-visitation grew this year in that all highly effective teachers opened their rooms to other teachers. Several effective teachers did the same.

In 2014-2015 we will prioritize the de-privatization of classrooms throughout the school and foster cross-graded inter-visitations with the hope that teachers will gain a global picture of the strengths and needs throughout the grades.

Protocols will be set in place for both supervisory inquiry and teacher team inquiry to examine student work and CCLS tasks.

### 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.

By June 2016, teacher team meetings will have protocols in place to examine student work in reading, writing and mathematics based on the school-wide focus of progress monitoring and aligning CCLS standards to the performance tasks. This will be measured by inquiry agendas and an increase of at least one level on performance tasks in May as compared to October, by 75% of students in all grades .

### Part 3 – Action Plan

<p><b>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:</b></p> <p><b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></p> <p><b>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).</b></p> <p><b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development has begun and will continue through the 2015-2016 school year in progress monitoring and aligning tasks to the CCLS. Teacher teams will use protocols in examining tasks and student work to monitor progress twice monthly.</p>	<p>Teachers, paraprofessionals</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, supervisors</p>
<p>Teachers of SWD will meet collaboratively once monthly to access strategies.</p> <p>Teachers of ESL will meet with classroom teachers of ESL students once monthly to plan strategies and scaffolding information.</p> <p>Teachers of SWD and paraprofessionals and representatives from the general education staff will take part in QSAC workshops on the following topics: Introduction to Autism and Principles of Applied Behavior Analysis; Systems of Reinforcement and Token Economics; Baseline and Data Collection; Increasing Social Skills; Problem Behavior :Its Functions and How to Replace it; How to Cope with Challenging Behaviors of Students. These workshops will take place 7 times per year on Monday afternoon PD.</p> <p>Cross-graded and Inter-grade inter-visitations will take place monthly to improve teacher practice.</p>	<p>Teachers, Paraprofessionals</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers and Supervisors</p>
<p>Teachers will continue outreach to parents during Parent Engagement times on Tuesdays and during the school day at celebrations.</p>	<p>Parents, teachers, students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Supervisors</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>QSAC; teachers; per session; technology resources, common preps and coverage for teachers to complete inter-visitations.</p>

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
We will monitor progress through Fountas and Pinnell running records, Go Math quick checks; student writing, student notebooks . Weekly notebook checks, daily go math quick checks, monthly running record checks and weekly student writing checks will be routinely taking place.
<b>Part 5b.</b> In <b>February 2016</b> , 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 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.

An analysis of the Framework for Great Schools Report shows that we are Proficient in Strong Family and Community Ties. ‘Parent Involvement in the School’ was at 71%, which was 6% lower than the Citywide average.

One of our strengths is that parents come to our school in large numbers for Parent/Teacher Conferences and School Performances.

Workshops in curriculum areas have limited attendance, however, more than last year. We also had more offerings than last year. We will offer more performance-based weeks, such as “Science Week” and “PE Week” and “Tech Week” in addition to our Arts weeks in Dance, Music, Drama and Visual Arts.

We will also offer more child/parent workshops like “Family Math”, similar to our arts and crafts workshops, which are highly attended.

### 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, 100% of the parents will be invited to arts and core curriculum performances and celebrations in their child’s classrooms by classroom teachers, cluster teachers and parent coordinator. This will result in a 20% increase in workshop and celebration attendance as evidenced by attendance sheet sign in.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Meet the Teacher Night in September will continue to offer a Book Fair, Teacher Presentations, and Arts Displays.</p> <p>PTA meetings coupled with child-parent Arts and Crafts Workshops at 2:30PM, will bring more parents into the school.</p> <p>Curriculum Workshops will help parents gain knowledge of ways to help their children at home. These workshops will be parent-child workshops.</p>	Teachers, Parents, Students	Sept. 2015- June 2016	Teachers, Supervisors
<p>ELL workshops on Saturdays in the ARTS for both parents and children will help foster the home-school connection.</p> <p>All children ELL and SWD participate in ARTS performances in Ballroom Dancing, Circus Arts, recorder, and ukulele, Debate Team, Puppetry and the CASA Dance Program.</p> <p>Class celebration weeks in core curriculum subjects and presentations by our Art, Drama, Music, and Dance teachers on staff will take place throughout the year</p>	Students, Parents	Sept. 2015- June 2016	Teachers, Supervisors
<p>We have made an effort to provide increased opportunities for parents. As our diverse population increases, we will make an effort to provide more translators on site, making the school more welcoming to our non- English parents, building trust.</p>	Students, Parents	Sept. 2015- June 2016	Teachers, Supervisors

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers of the ARTS, per session, teachers, supervisors, supplies, Art partners, schedule adjustments, buses to Ballroom Dancing and Debating Events.
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	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.

We will use the January 2016 SLT meeting to assess and adjust opportunities for parent involvement and adjust as needed. Agendas and attendance sheets will be monitored.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State and City cutoffs  -Struggling students brought up at SIT meetings	Ready Gen Reteach;  Response to Intervention Kits; Imagine Learning; Teacher Created Materials Intervention Program	Small group	During the school day;  Saturday Program January-March
<b>Mathematics</b>	State and City cutoffs  -Struggling students brought up at SIT meetings	Go Math reteach	Small group	During the school day;  Saturday Program January-March
<b>Science</b>	-State and City cutoffs in Grade 4 Science  -Struggling students brought up at SIT meetings	Content area reading	Small group	During the school day;  Saturday Program January-March
<b>Social Studies</b>	Struggling students brought up at SIT meetings	Content Area Reading	Small group	During the school day;  Saturday Program January-March
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	-Struggling students brought up at SIT meetings	Banana Splits; S.T.A.R; at-risk counseling	Small group	During the school 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools

### 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.
The interview process will continue to be in place. P.S. 129. Teachers wishing to be part of our staff will have to perform a demonstration lesson in a classroom viewed by administration and teachers. P.S. 129 has never had a problem in obtaining highly qualified candidates for positions. All teachers, with the exception of our Physical Education/Movement teachers are licensed in the areas they are assigned to teach. Our Physical Education teachers are licensed in Common Branches.

#### 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).
P.S. 129's staff is highly qualified. All teachers are NYS certified. To maintain this high quality of instruction, professional development will be continued on Monday afternoons and some Tuesdays, including inter-visitations during the school day. Liaisons will continue to attend district workshops in literacy, math, ESL, Special Education ,and turnkey their information to all constituents.

### 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.).

P.S. 129 will have 3 full day pre- kindergarten classes next year. We implement Go Math Strategies in our pre-kindergarten classes to give children a head start in the core curriculum. Balanced Literacy is also utilized in our pre-kindergarten program. An instructional coach visits often to help the teachers engage in current instructional policies.

The Work Sampling System is a data driven program to keep records and assessments on all children.

**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.

MOSL Committee was expanded this year to include all constituents. Committee will meet in September to decide which assessments are appropriate to measure student learning. Interim assessments from Fountas and Pinnell, Go Math and Ready Gen are also used.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	419,038.00	x	13,14,15,18,21,22
Title II, Part A	Federal	82,861.00	x	13,14,15,18,21,22
Title III, Part A	Federal	21,176.00	x	13,14,15,18,21,22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,222,084.00	x	13,14,15,18,21,22

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### **Parent Involvement Policy (PIP)**

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 129 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 129 will support parents and families of Title I 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 Title I 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, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I 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 Title I 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 Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. 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;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- 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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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)**

PS 129 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **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;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- 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;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **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., Title I Parent Committees, 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>Patricia Larkin 129Q</u>	DBN: <u>25q129</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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>4</u>
# of certified ESL/Bilingual teachers: <u>4</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: Begin description here: We have analyzed the NYSITELL scores for children in our ELL program. As a result of this analysis, we found that children do not score proficiency in Listening and Speaking as well as Reading and Writing. These lower scores prevent the students from scoring out of the ELL program. In addition, most of our ELL children cannot attend an after school per session program in our school, due to the needs of the working parents. Most of the ELL's are picked up by private schools for after school babysitting and homework help for most of the working ELL parents. The children remain in these programs until 6-7 PM, a service we cannot provide. Therefore Saturday services are necessary to assist our children.

We will offer the program to ELL students in grades 2, 3, 4 and 5 who scored Beginner, Intermediate and Advanced on the NYSESLAT test in May 2014, as well as newcomers to our school this year. This is approximately 70 students. The program will be 2 hours long each Saturday from 9AM -11-AM.

The program will include 4 ESL teachers for 12 sessions (2hours per session).

We will provide Teaching Artists from Marquis Studios for ELL students in grades 2-5 to team with our ESL teachers in a residency on Puppetry. Marquis Studios will provide the puppetry residency with the ESL teachers taking an integral role. Students will be encouraged to build vocal projection and speaking and listening skills, as well as build vocabulary. The ESL teachers will teach alongside the Teaching Artists.

The program will begin on January 10 and end on April 18, with holiday weeks in between for a total of 12 weeks. Marquis Studios will work for 10 weeks from January 10 - March 28. No supervisor is needed, since a test prep/enrichment program will be taking place simultaneously.

The Blueprint for the ARTS standards consist of:

1. Creating Performing and Participating in the Arts
2. Knowing and using arts materials and resources
3. Responding to and analyzing works of art
4. Understanding the cultural dimensions and contributions of the arts

Through our puppetry program, students meet these four standards. They will be creating and performing. Students will respond in both written and oral language their understanding and interpretation of the music and dance that they see, do, and read about. Students will recognize the cultural features and understand the function of music and theater within a diverse society. They will be exposed to the intricacies of different cultures through music and theater. Self confidence and free expression is enhanced through this program.

When the arts are integrated within the daily curriculum, engaging and numerous learning experiences transpire for early childhood learners (Chauhan, 2004; Royka, 2002). Besides being "fun" for most children, kinesthetic activities can help young learners, especially English language learners, develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking (Sun, 2003). Teaching language skills through drama and movement gives children a context for listening and meaningful language production, provides opportunities for reading and writing development (Chauhan, 2004), and involves children in reading and writing as a holistic and meaningful communication process (McNamee, McLane, Cooper, & Kerwin, 1985). In addition to the development of gross and fine motor coordination skills, creative expression and thinking, social interaction, problem solving, cooperative play, rhythm, and rhyming skills can be enhanced. The ESL Standard #5 talks about cross cultural identification, which will be met through our puppetry program. The programs will last for 10 sessions and will last for one hour each Saturday, co-taught by the ESL teacher and teaching

### Part B: Direct Instruction Supplemental Program Information

artist. The second hour, independent of the Marquis Studios residency in puppetry, will be devoted to language acquisition, listening and speaking, solely by the ESL teacher in conjunction with the paraprofessionals.

### 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: \_\_\_\_\_ Professional development will take place in conjunction with our arts partners using ELL approaches to coherent instruction in reading, writing, listening and speaking in the content areas. ESL teachers and general education teachers will receive training in ELL strategies. With a focus on common core standards, research-based strategies supporting ELL comprehension and participation will be explored throughout the year with our ESL Instructional Lead, network Achievement Coach. Reciprocal meetings with the teaching artists and ESL teachers will place prior during the 10 weeks that Marquis Studios works with the students. The ESL teachers will share research and information from ESL workshops from the CFN to best assist the children. Penny Pavlatos attends ESL training from the CFN Instructional Coach, Shirley Rouse Bey, monthly. She will turnkey her training to the other 3 teachers. Teachers will research and view videos on Teaching Channel. org to watch instructional videos on teaching ELL children. Teachers will also use Teq online PD to make them more adept to using technology to enhance their lessons. This PD has already been purchased for the year. The teachers will watch the videos and turnkey the training on each Saturday for one half hour following the teaching sessions, from January 10- March 28

### 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
- how parents will be notified of these activities

Begin description here: \_\_\_\_\_ Research has shown that programs engaging parents as partners has a positive impact on student performance. Throughout the school year, monthly after school arts and crafts workshops and movie nights are offered for families. Parent Workshops will be provided by in school staff during parent involvement time and on Saturdays. Our Parent Coordinator will host three Arts workshops on Saturdays, January 24, February 7 and March 28 for 90 minutes for parents in conjunction with Marquis Studios. These workshops will include dance, visual arts and music. Translated flyers and an all-call messaging system by telephone will be sent home in English, Spanish, Korean, Chinese and Urdu. We will also use our text messaging system, Remind, to alert parents. One of our ELL teachers can translate Spanish at the workshops and parent volunteers will translate any other needed languages.

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**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 <b>25</b>	Borough <b>Queens</b>	School Number <b>129</b>
School Name <b>Patricia Larkin School</b>		

### 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 <b>Marilyn Alesi</b>	Assistant Principal <b>Angela Fiorenza</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Anna Cerilli</b>	School Counselor <b>Ivy Manheim</b>
Teacher/Subject Area <b>Denise Diliberti/ENL</b>	Parent <b>Patrick Chung</b>
Teacher/Subject Area <b>Penny Pavlatos/ENL</b>	Parent Coordinator <b>Laura Buquicchio</b>
Related-Service Provider	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	<b>5</b>	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	<b>2</b>
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)	<b>1104</b>	Total number of ELLs	<b>183</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	183	<b>Newcomers</b> (ELLs receiving service 0-3 years)	172	<b>ELL Students with Disabilities</b>	20
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	172		15	11		5				0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	15	11	11	8	8	4								0
Chinese	35	19	15	10	12	6								0
Russian														0
Bengali				1										0
Urdu	1		1	1		1								0
Arabic	3			1		1								0
Haitian														0
French														0
Korean	3		2											0
Punjabi		1												0
Polish		1												0
Albanian														0
Other	4		2	1	2	3								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	3	3	2	0	5	2								0
<b>Emerging</b> (Low Intermediate)	3	3	0	1	2	2								0
<b>Transitioning</b> (High Intermediate)	3	2	0	2	2	1								0
<b>Expanding</b> (Advanced)	33	13	18	7	7	5								0
<b>Commanding</b> (Proficient)	14	13	9	10	8	5								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						1								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	0	14	13	9	10	8								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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.  
 Early literacy skills of our ELLs are assessed with Fountas and Pinnell evaluation system for independent reading levels. The data from this assessment tool provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation. The data indicate that ELLs are slower to progress in their reading levels (due to the demands of language acquisition), and are then used to plan small group instruction for reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The 2015 NYSESLAT data reveal that the majority of students across all grade levels scored at the Expanding or Commanding levels. The overall number of ELLs continues to be largest in grade K, however there has been a slight increase in Entering and Emerging students in grade 4 students compared to previous years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The information from AMAO is used to analyze student achievement data in the content areas. It is also used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. Additionally, the tool can be used to identify trends/pockets of success, and investigate the instructional differences between groups of students who consistently progress toward proficiency and those who do not. Best practices can be identified, documented, and shared throughout the school.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Across all grade levels, there is a tendency to perform better in listening and speaking sections, as opposed to reading and writing. Therefore, more emphasis will be placed on skills aligned with the CCLS to improve reading and writing. Close reading of texts will be

emphasized, with a focus on higher-level thinking questions based on text evidence. Listening and speaking and critical thinking skills will be developed through peer discussion groups. ELL Periodic Assessments are not administered.

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](#).] RTI providers collaborate with classroom teachers to review student data (e.g. reading levels, math assessments, chapter unit tests, anecdotal notes, parental input, and comparisons to performance of peers). They use targeted instruction to enable students to perform individual tasks, which help them progress towards becoming more proficient. Checklists are used to assess student progress.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Second language development is considered when making various instructional decisions, including instructional grouping, differentiation of learning tasks and homework assignments, and devising higher-order questions that are aligned to the proficiency level of each student.
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?

No dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our ENL program by the increase in the percentage of ELLs that moved up one or more levels, as compared to the previous year. Additionally, we use summative and formative assessments, teacher observations, and report card grades. Curriculum goals and objectives may be adapted and adjusted for student achievement in alignment with the CCLS to improve the success of our program. Assessment tools used to evaluate the success of the ESL program include NYSESLAT scores, and ELA and Math state exam scores.

## 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.  
When a student is being registered, a licensed pedagogue is present to interview the student and child. If the parent does not speak English, a translator is provided, or a translator from the Translation Unit is called to translate. The pedagogue has a conversation with the child and parent, to assess whether the child's dominant language is English or another language. The conversation includes age and grade appropriate informal, culturally sensitive school-based assessment. The HLIS form is administered and discussed with the parent at registration time by a pedagogue (ELL teacher).
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).  
During our ELL identification process, if indications point to an interruption or inconsistency in the student's formal schooling, we follow the SIFE identification process, administer the oral interview questionnaire and LENS, as well as evaluate student work.
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).  
The LPT determines NYSITELL eligibility for newly enrolled students with IEPs. LPT members include: Principal, certified ENL teacher, director of Special Education, and the student's parent or guardian. LPT determines whether the student should take the NYSITELL, and based on the evidence, determines if the student has language acquisition needs.
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.  
A checklist of critical documents to be distributed is maintained each day to ensure that parents are notified within five school days after the NYSITELL is scanned. Certified ESL teachers are responsible for reviewing Home Language surveys, administering the NYSITELL, obtaining scores from RLCB on ATS after test has been scanned, and making lists for parent notification letters. Letters in the home language (when available) are then printed, scanned into a file on the computer in the ESL office and promptly distributed by the ESL teachers.
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 are notified of this right in the students' placement letters. Notification letters in the parents' home language (when available) are sent out by certified ESL teachers informing them of their rights, after being scanned into a file on the computer in the ESL office.

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.

Throughout the year, we conduct several parent orientation meetings for parents of students who are new to the program. During the orientation, the three program options (transitional bilingual, dual language, and freestanding ENL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parent Surveys and Program Selection Forms are completed after attendance at the in-school orientation. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ENL teacher to explain the three program options. If they are unable to meet, they receive a follow-up letter and/or phone call explaining the programs, and the Program Selection Form to be completed and sent back to school. All pedagogues that communicate with parents regarding the three program choices are certified ESL teachers. Parents are invited for orientation as new students are enrolled, within 5 days of enrollment.

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.

A checklist of critical documents to be distributed is consulted each day. An ELL folder of critical documents is filed and stored by the ESL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Several parent orientation meetings are held throughout the year for those parents who have not yet returned forms. In addition, forms are received and filled out during Parent/Teacher conferences, giving ESL teachers the opportunity to address concerns that parents may have. The parent coordinator also follows up with those parents who did not attend orientation and survey and program selection forms are asked to be filled out. Certified ESL teachers distribute letters and reminders to parents. Choices are monitored once a month, to ensure parents are getting the program choice they want. A telephone call will be made and/or letter distributed by ESL certified teachers when a preferred program becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- A checklist of critical documents to be distributed is consulted each day. Phone calls are made to those parents who do not return their forms, and/or meetings are arranged to have parents meet with the ENL teacher so that program details can be explained again and forms are completed in person. ESL certified teachers monitor that all forms and surveys have been returned. All forms are scanned into a file on the computer in the ESL office. All correspondence is in the parents' home language, when available.

9. Describe how your school ensures that placement parent notification letters are distributed.
- A checklist of critical documents to be distributed is maintained each day. An ELL folder of critical documents is filed and stored by the ENL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- A checklist of critical documents to be distributed is maintained each day. An ELL folder of critical documents is filed and stored by the ENL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. The certified ESL teachers in our school are responsible for maintenance of records. Documentation is maintained and scanned into a file on the computer in the ESL office. The ESL teachers, principal, assistant principal, and Superintendent have access to ELL documentation. Original copies are scanned into a file on the computer in the ESL office.

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.

All sections of the NYSESLAT are administered to all ELLs each year, as per the Administration of NYSESLAT memorandum from DAPS. Certified ESL teachers use four copies of the RLAT report to ensure that all four modalities of the NYSESLAT are administered to all eligible students. We use the RLAT and RLER to determine NYSESLAT eligibility.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- A checklist of critical documents to be distributed is maintained each day. An ELL folder of critical documents is filed and stored by the ENL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Letters are distributed in the parents' preferred language. ESL teachers distribute the letters by putting them in an envelope and placing them in the KEEP AT HOME section of each student's folder.

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).

The program models offered at our school aim to satisfy the requests of parents. After reviewing the parent survey and program selection forms for the past few years, the trend in program choice is for a freestanding ESL program. If at least 15 parents with children of the same language group in the same grade request either the bilingual or dual language program, the school would align the program offering with parent choice. At present, there is no bilingual or dual language program in our school. The ESL teachers and principal review parent choices to check numbers of parents in each grade who request each program model. We use the parent survey and count the number of parents to choose each model in each grade, to ensure parental choice is respected.

## 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.

ESL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. The Freestanding ENL program follows a push-in program model for teachers to deliver instruction. For those students requiring 360 minutes, half the time is spent on stand-alone ENL, implemented in their classrooms, and the other half of the time is spent on integrated ENL, also in their classrooms.
  - b. TBE program. *If applicable.*

Not applicable.
  - c. DL program. *If applicable.*

Not applicable.
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)?

All ELLs in our school receive the NYS mandated number of hours for acquiring English language skills by certified ENL teachers. Entering and Emerging students receive 360 minutes per week. Transitioning and Expanding level students receive 180 minutes per week. Commanding students will continue to receive 90 minutes of instruction per week for two years. Certified ESL teachers look at students' proficiency levels, check the number of minutes mandated, and push into the students' classrooms for the mandated time.
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.

ELA, Math and other content areas are delivered in English in a co-teaching setting during the school day. Differentiated instruction is delivered to all ELLs through various methods and approaches, to make content comprehensible and enrich language development. Objectives are clearly defined and designed to meet the demands of the CCLS. Students are provided with opportunities for meaningful discussions around content and skills, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical thinking questions are used throughout all lessons. Children work actively in a student-centered environment. Every lesson addresses all four language skills. Newcomer students are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is ongoing. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students' previous performance on the reading and writing sections of the NYSESLAT. Materials used in the freestanding ENL program are: charts, markers, realia, pocket charts, flashcards, sentence frames, visuals, word lists, picture cards, shades of meaning cards, lucites with templates, and picture dictionaries.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

After being administered the NYSITELL and a Spanish speaking student is identified as an ELL, he or she is then evaluated with the Spanish LAB. At present, there are no formal evaluations in any other native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Performance based assessments are administered to students throughout the year, with modified rubric criteria when necessary. Additionally, formative assessments are used within each unit of study. Furthermore, the Fountas & Pinnell assessment is used to evaluate reading progress. Progress in listening and speaking is assessed through teacher observations during instructional conversations. These evaluations may be scaffolded as needed to assess students at their current level. Ongoing informal assessments are conducted.

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

Instruction for ELLs is differentiated for all subgroups. The differentiated instruction is delivered to all students in the classroom and aligned with Common Core Learning Standards. Presently, there are no SIFE students enrolled, however our instructional plan for SIFE students includes the following: A supportive environment for the students will be provided with a bilingual staff, ESL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning opportunities will be implemented. Thematic curricula and individual learning plans, as well as an adapted curriculum will be used to cover most relevant information that is accessible and age-appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students will have access to a literacy-rich environment.

Regarding newcomers, a similar plan is put in place. A print-rich environment is provided for students. Word associations and KWL charts are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, drama, TPR and SMARTboard activities. New vocabulary is analyzed in context and definitions are explained and rephrased. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places, and they are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child's native language is used, when necessary.

For ELLs receiving services between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to determine their academic needs, and to teach them strategies and skills to improve their academic performance. Picture cards and picture dictionaries provide additional support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and Internet programs that are designed to increase vocabulary and improve grammar.

Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis and scaffolding activities would be used. Teachers would collaborate on lesson planning tailored to students' needs.

Former ELL students receive 2 periods of ENL instruction per week for two years after reaching proficiency on the NYSESLAT. If students are not successful in class, transitional support is offered based on individual needs. This support may be limited to specific content areas as needed. Test modifications are provided for former ELLs for up to two years after achieving proficiency on the NYSESLAT.

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.

As per the ELL Policy and Reference Guide, the student will take the NYSESLAT and/or State ELA Exam as applicable. In addition, faculty will analyze student data, such as the student's classroom assessments, classwork, and portfolios. Student work will be analyzed during faculty inquiry time. The certified ESL teachers manage the identification process. The ESL and classroom teachers manage the re-identification process.

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?

ELLs identified as having special needs receive small group instruction provided by means of parallel, alternative and station teaching models. In some classes, students are assisted by bilingual paraprofessionals. Students are supported with anticipatory strategies such as front-loading vocabulary and previewing texts to access background knowledge. Other scaffolding strategies included differentiated graphic organizers, sentence frames, and guide cards to help students focus. In addition, picture dictionaries and books in the native language are available for them. Collaborative student discussions are facilitated with the use of conversational prompts to improve comprehension, as well as speaking and listening skills. Materials are content-specific in that materials such as manipulatives and picture cards for math are mathematical, whereas vocabulary, sentence frames, and pictures for science will be science-based. Further, scaffolds for literacy will be ELA based, such as

Chart scaffolds with temporal words to move a story forward. Our ENL students use the Imagine Learning program, as well as Kidspiration, Razkids, Smartboard, and the ELMO. The certified ESL teachers who work with ELLs have been trained to use supports that correspond to age and grade levels.

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 ELL-SWDs within the least restrictive environment, ENL teachers utilize the push-in model to collaborate curricular and instructional strategies aligned with the Common Core Learning Standards. Both classroom and ENL teachers are flexible in scheduling common literacy periods to focus on specific needs of ELL-SWDs, in order to achieve their IEP goals.

### 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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

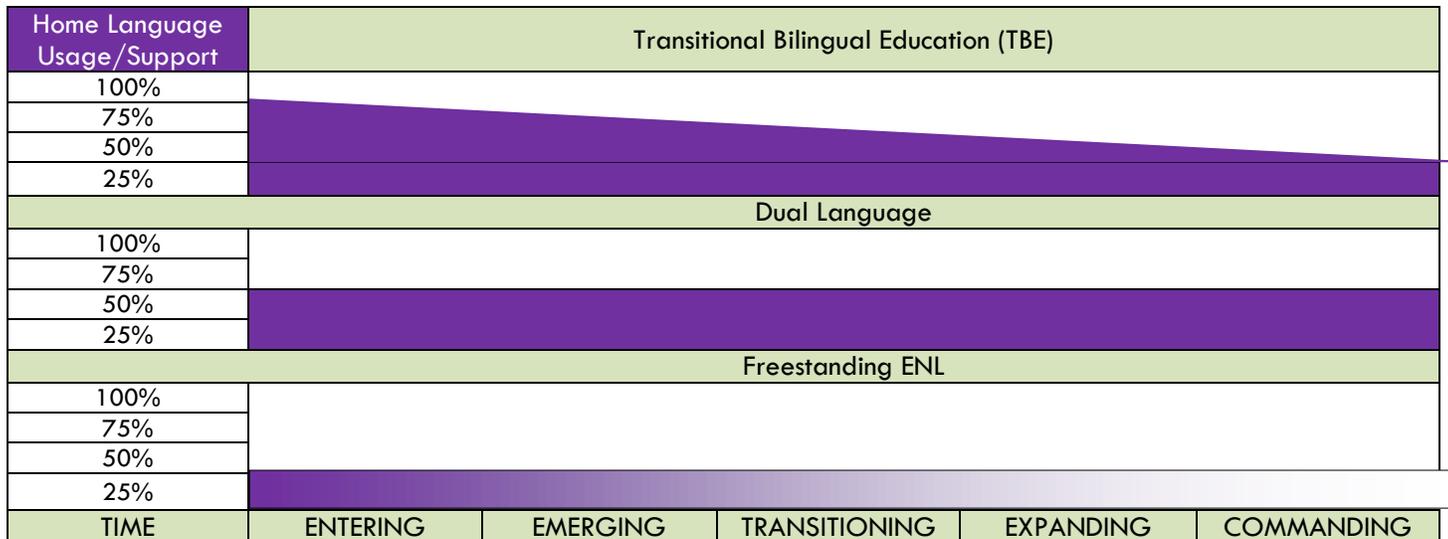


\*Note: “other approved services” does not apply to New York City at this time.

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. Small groups work on vocabulary intervention through language analysis, and phonics intervention through ReadyGen and Foundations programs. All interventions are offered in English for all subgroups and the native language is used whenever possible to make content more comprehensible. All beginner ELLs have access to Imagine Learning accounts. The only way the native language is used in intervention is if the teacher actually speaks the language. There are no bilingual programs here, so all instruction is in English, however, bilingual dictionaries or computer dictionaries may be used.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is effective in meeting the needs of our ELLs through scaffolding and differentiated instruction, to offer students multiple entry points to engage with the content and language. Students are working with complex texts and rigorous content to ensure the effective development of academic language. The data used consists of NYSESLAT, NYS ELA and Math scores, and MOSL results. The ESL teachers and principal tell the teachers that they have ELLs in their class, although many teachers are already aware of the fact.
12. What new programs or improvements will be considered for the upcoming school year?  
The nature of the ENL program has been changed from a pull-out model to a push-in model, to provide continuity in the classroom. Both teachers work together in a team-teaching model to provide differentiated instruction and multiple entry points for all students.
13. What programs/services for ELLs will be discontinued and why?  
After school programs have been discontinued until funds are available.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
At present, there is no after school program available. However, a Saturday program is open to ELLs. ELLs can participate in extra-curricular activities such as basketball, cheerleading, and ballroom dancing. Our dance teacher teaches content areas through dance and movement. Students learn vocabulary, cultural differences and similarities. All notices regarding curricular and extra-curricular programs are provided in English and the home language. All children are represented equally and can fully participate in any and all activities in our 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.  
Entering, Emerging, and Transitioning ELLs have received access to Imagine Learning accounts, which provide them with vocabulary and language development activities at their individual level, with native language support as needed. Picture dictionaries, books on tape, LeapPad Schoolhouse Program, Fundamentals Magnetic Card Program, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites (such as Raz Kids, Starfall, and BrainPop Jr.), designed to increase vocabulary and improve grammar. Interactive SMARTboard activities are used to support English proficiency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, Internet translation services, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a peer who speaks the same language may provide support by translating instruction and/or assignments.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services support ELLs' ages and grade levels in line with the curriculum, at their English proficiency level. Resources are age-appropriate and accessible to all grade levels. The certified ESL teachers who work with ELLs have been trained to use supports that correspond to age and grade levels. Services and resources are adapted and modified according to the cognitive needs of the students.
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).  
New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation anxiety workshops are also provided by the guidance counselor, to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise.
19. What language electives are offered to ELLs?  
There are no language electives offered at PS 129.
20. For schools with dual language programs:
  - a. 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.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

## 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 ELL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work. Bi-monthly grade conferences are held, as well as weekly PD and inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend outside professional development highlighting specific, research-based strategies to use with ELL students. There is presently no ESL coordinator in our school.
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?  
ENL teachers attend OELL PD opportunities, during which they share and exchange best instructional practices with colleagues. Additionally, ENL teachers participate in webinars related to instructional shifts of the CCLS as they pertain to ELLs. PDs that teachers attend are geared toward Common Core-aligned instruction to support ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole, providing a directory and answering questions posed by the students. The guidance counselor is always available for students to meet with privately if they need additional concerns addressed. The assistant from the middle school comes in to present a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend.
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.

Teachers at PS 129 are experienced, certified teachers who have received the mandated ENL requirement of 15% of total hours. Teachers receive training in best practices for co-teaching strategies, and integrating language and content instruction for English Language Learners. ENL teachers receive a minimum of 50% professional development which focuses on language acquisition in alignment with core content area instruction. An agenda maintains records of teachers meeting the required training. Teachers document their weekly professional development activities on the PD Evaluation Form, which is submitted to the Principal. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ELL students.

## 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?
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.  
**Paste response here:**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

1. Parents have the opportunity to individually meet with ENL teachers weekly during Tuesday parent engagement time. At these meetings, teachers discuss goals of the program, students' individual language development progress, assessment results, and language development needs in content areas. Translators are provided for these meetings when needed. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate.

2. A log of parent meetings is kept by classroom teachers, ENL teachers, and administration. To ensure parent needs are accommodated, parents are invited to workshops, and have the opportunity to communicate with teachers in person, through phone calls, and letters. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate.

3. ENL teachers hold several parent workshops per year, which specifically address ELL academic issues, and provide parents with information about community services. Workshop invitations and materials are provided for parents in their native language. Monthly arts and crafts workshops and movie nights are offered for all parents and students. A Parent Book Club, workshops in content areas, and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA using Title 1 funding for Parent/Child evening shows and special assemblies. Parents are always welcome in our school. Writing celebrations, recorder concerts, and drama presentations are held in classrooms throughout the year, and parents are encouraged to attend. An opportunity to meet the teacher is held for the parents at the beginning of the school year. Teachers keep communication open with parents regarding their children, to give them the opportunity to express their concerns and address any questions. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate.

4. We partner with the EPIC organization which provides workshops for parents each year. Staff who speak Chinese, Spanish, and Korean are available to translate. Parents may also bring a translator with them to meetings. Additionally, other parents are available to translate. The ESL teachers hold several workshops for parents each year, such as We Read Together, NYSESLAT workshops, and a curriculum fair. Additionally, parents are invited to help with picture day, bake sales, classroom celebrations, school store, class trip chaperone, and are invited to PTA meetings to become members of the PTA committee.

5. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify the needs and wishes of parents. A Preferred Language Report is generated to determine parents' first language. All important documents are translated, including those events from the school calendar. School guides are available in all languages, and translation services are available for parent-teacher meetings and conferences. The ESL teachers have sign-up sheets for workshops on Meet the Teacher night in September, to see how many parents and which parents are interested in specific workshops. At that time, we also discuss the needs of the parents. The parent coordinator reaches out to parents to invite them to various workshops and functions.

6. Parents have requested arts programs, workshops, communication in native language, and methods for hearing about their children's successes. We have addressed these needs by having translated copies of notices, increased arts programs and more

workshops (at least three per month). We have also provided each teacher with translated "success notes" for sending home, to share the accomplishments of students with their caregivers.

#### **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: **PS 129 Patricia Larkin**

School DBN: **25Q129**

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)
Marilyn Alesi	Principal		6/22/15
Angela Fiorenza	Assistant Principal		6/22/15
Laura Buquicchio	Parent Coordinator		6/22/15
Anna Cerilli	ENL/Bilingual Teacher		6/22/15
	Parent		
Denise Diliberti/ENL	Teacher/Subject Area		6/22/15
Penny Pavlatos/ENL	Teacher/Subject Area		6/22/15
	Coach		
	Coach		
Ivy Manheim	School Counselor		6/22/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25q129**      School Name: **PS 129**  
Superintendent: **D.DiMang**

### 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](http://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

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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.

Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Federal lunch forms and emergency cards were an excellent indication of the needs of the school.

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.

English, Spanish, Chinese, Farsi, Arabic,

### Part B: Creating a Communications Calendar

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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.)

School Calendar distributed in September; Parent/Teacher Conference announcements; curriculum overview; beginning of the year letter;grading policy

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.

Parent/Teacher COnferences -November, March; Meet the Teachers/Curriculum Night- September, May; ESL Meeting September; Teacher-Parent informal meetings -September -June on Tuesday afternoons; Guidance counselor calls to parents - daily as needed; Psychologist and Social Worker calls-as needed;attendance outreach-as needed; all call reminders-as needed

### **Part C: Providing Language Assistance Services**

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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.

Written translation services will be needed for the many notices that are sent home. . . school calendar, PTA notices, workshop notices, Parent/Teacher conference notices class shows, class trips, letters for PTA bulletin, safety issues, etc. Translation services will be provided by in house personnel and the DOE Translation Unit.

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.

We plan to provide translators for ELL orientation, PTA meetings, workshops, individual meetings, telephone conferences, special events, and Parent/Teacher Conferences. We will hire per session teachers, aides and paraprofessionals.

### **Part D: Training Staff on Policies and Procedures**

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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 members have received the telephone number for the translation unit. The Language Palm card will be distributed at the first staff conference in September. Staff will be made aware of the in-house translators. Lists by class of parent translators willing to assist in translations will be updated and distributed in September.

## **Part E: Providing Notice of Language Assistance Services**

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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

- A. Written documentation of parents rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain these services, will be provided to parents in September at our PTA meeting.
- B. The school will post a sign in each of the covered languages indicating the office where a copy of such notification can be obtained.
- C. The school will fill out the appropriate pages in the school safety plan ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. Parents will be given the Department of Education's website address
- E. The Translation Unit will be used for any languages which are not available by school staff.
- F. A school list of translator's phone numbers will be generated in September .

## **Part F: Monitoring and Quality Control**

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

Parent surveys will be available at September, November, March and May Parent/Teacher conferences.