

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

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

**29Q135**

**School Name:**

**THE BELLAIRE SCHOOL**

**Principal:**

**DIANA LAGNESE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: **The Bellaire School** School Number (DBN): **29Q135**  
Pre K-5  
Grades Served:  
School Address: 207 – 11 89<sup>th</sup> Avenue, Queens Village, NY 11427  
Phone Number: 718-464-2119 Fax: 718-464-4884  
School Contact Person: Diana Lagnese Email Address: [Dlagnese@school.nyc.gov](mailto:Dlagnese@school.nyc.gov)  
Principal: Diana Lagnese  
UFT Chapter Leader: Rana Quamina  
Parents' Association President: Shani Reed  
SLT Chairperson: Karen Greenfield  
Title I Parent Representative (or Parent Advisory Council Chairperson): Indhira Castro  
Student Representative(s):

**District Information**

District: 29 Superintendent: **lenon murray**  
222-14 Jamaica Avenue, Room 217  
Superintendent's Office Address:  
Superintendent's Email Address: [lmurray3@schools.nyc.gov](mailto:lmurray3@schools.nyc.gov)  
718-264-3146  
Phone Number: Fax:

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: **Marlene Wilks**  
82-01 Rockaway Blvd., Queens, NY 11416  
Director's Office Address:  
Director's Email Address: [mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)

917-520-6743

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Diana Lagnese	*Principal or Designee	
Rana Quamina	*UFT Chapter Leader or Designee	
Shani Reed	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Justine Shishkoff	Teacher	
Nancy Campagna	Teacher	
Karen Greenfield	Teacher/Chairperson	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lorraine Smith	Member/Parent	
Indhira Castro	Member/ Parent	
Ray Young	Member/ Parent	
Elsie Vargas	Member/ Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S 135Q's mission is to ensure every child will have the opportunity to develop into a lifelong learner by giving them a safe and nurturing environment through high expectations that promote academic and social growth in preparing them to become college and career ready with the goal of growing into a productive citizen.

P.S. 135Q services 973 students from grades pre-k through 5. 71% of our student body is eligible for free lunch. Our student demographic at P.S. 135Q is 83% Asian, 33% Black, 19% Hispanic, and 4%

White. Among the student demographic we have 9% ELLs and 14% SWD.

We are committed to academic intervention and to providing quality instruction for all students in a safe and nurturing environment. Project Sunset provides students with extra help in ELA and math.

We offer an afterschool program through the YMCA for the families that need daycare for their children at the end of the school day. PS 135 also offers a morning Basketball Program. No Place for Hate (NPFH) is an important anti-bullying program in our building.

We are also firm believers that students need the arts in their education. We have a full time Art teacher. The Casa Program is an after school program in which children create puppets and scenery for an end of unit production. We also have the Ballet Tech program and Ballroom dancing.

We have a strong partnership with York College and St. John's University. Within the past few years we have had successful cycles of student teachers and student observers working with our student body and growing along with them.

We have a full time ESL program in place as well as after school enrichment activities designed specifically for ELLs. Our special needs students have the opportunity to compete in the Special Olympics.

Parent connection is something that we hold in the highest regard at P.S. 135Q. Parents are asked to come to celebrate their child accomplishments. The teachers host Living Wax Museums, Poetry Café, Mother Day Celebrations, Quill Unveilings, and other activities throughout the year. Parents also enjoy attending activities with their children. Some of these activities are Movie Night, Pre-k Crafting, and Family Math Game Night.

Our Instructional Focus is reading and comprehension. Common Core education has brought classroom rigor to a new level. Comprehension is the pinnacle of our instructional focus because it is the foundation of performance, even in non-ELA related instruction.

Effective school leadership is something that has been very successful. Administrators lead by example at P.S. 135Q. The administration is working on building leaders within the school. Teachers are encouraged to attend Professional Development and then turn key the information to the staff on Monday afternoons. Administration is always visible within the school hallways and classrooms. There is an open door policy for staff, parents, and students. Administration

has an open ear for the staff and their day-to-day issues, and an open heart to care for and nurture the students. Administrators make time to speak to students, and follow up after any issues that may arise over the course of the day.

The area of focus for next year will be providing rigorous instruction and collaborative teacher teams. This year, teachers have begun working together on curriculum maps for each grade next year. Teachers will work together to share good practice and partake in inter-visitations. The planning cohort has proven to be effective in that teachers from all over the building have worked together and united to improve rigorous instruction for next year. Professional development (PD) has also seen a transformation. In order to make PD more relevant and useful to teachers, PD will be planned on a needs basis, and provide the tools that the teachers need to improve their practice.

## 29Q135 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1017	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	76.7%	% Attendance Rate		94.3%
% Free Lunch	53.0%	% Reduced Lunch		4.2%
% Limited English Proficient	9.6%	% Students with Disabilities		14.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.7%	% Black or African American		32.5%
% Hispanic or Latino	18.8%	% Asian or Native Hawaiian/Pacific Islander		38.4%
% White	4.1%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.47	# of Assistant Principals (2014-15)		3
# 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)		0.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	35.3%	Mathematics Performance at levels 3 & 4		40.7%
Science Performance at levels 3 & 4 (4th Grade)	91.1%	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

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

Based on the 2013-14 School Report Card data, we noticed that our Student With Disability subgroup did not make AYP in math. According to the School Quality Guide, for the past three years we have noticed a decline in the math early grade progress. (50% in 2012, 36% in 2013, 31% in 2014)

**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, we will increase the performance index for SWD by 5%.

**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) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Teachers will use the GO Math curriculum with pre, mid, and post assessments to modify curriculum to ensure that instruction has scaffolds for all learners, is engaging, and</p>	<p>Pre-K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators,  Classroom Teachers,</p>

aligned to the CCLS and/or content standards and instructional shifts.			AIS Providers, Paraprofessionals, SETSS Provider
Vertical teams will collaborate to ensure that students are achieving mastery on all grade level standards.	Pre-K-5	During Scheduled time (Quarterly)	Administrators, Classroom Teachers, AIS Providers, Paraprofessionals, SETSS Provider
Math Professional Development during Monday afternoons for pre-k-2 teachers and special education teachers.	Pre-K-5	September 2015-June 2016	Administrators, Classroom Teachers, AIS Providers, Paraprofessionals, SETSS Provider
Teachers will develop workshops during the Tuesday Parent Involvement that will support parents with understanding the CCLS in math, and how to support their children at home.  Revised:  Afterschool Mathletics Program for grades 2-5 on Wednesday and Thursday  Afterschool Skill Based Math Program for grades 2 and 3 on Wednesday and Thursday  F-Status Teacher will work with grade 4 and 5 Level 1 students three times a week in small group instruction	Pre-K-5	September 2015-June 2016  January-April 2016  January-April 2016  January-  June 2016	Classroom Teachers, Special Education providers  Classroom Teachers, Special Education Teachers  Special Education, Classroom Teachers  F-Status Teacher

#### **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.

- Administrators, Teachers, Parents, Students, Parent Coordinator, Paraprofessionals
- Schedule for AIS intervention
- Data from all formative and summative assessments

- Go Math Curriculum
- Math RTI Professional Development
- After School programs

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

X	Tax Levy		Title I SWP	X	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.

- Pre unit, mid unit and end of unit, beginning and end of the year assessments with ongoing progress monitoring of student growth informs instructional decisions and enables the teacher and the student to understand next steps towards attaining the goal 100% of the content is met. Performance tasks will be conducted after every math strand is taught. Each grade will conduct five math tasks.
- Progress monitoring of students in need of strategic and intensive support scheduled every two weeks, formative and summative
- Data Specialist and Administration will meet with teachers to review results of on student work to create short-term action plan.

Revised: Data Specialist and Afertschool teachers will plan and discuss student progress.

**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.

According to the school quality snapshot 71% of teachers feel that order and discipline are maintained at the school and 64% of teachers would recommend this school to parents. According to OORS reporting system, there have been 110 infractions entered into the system. Most of these disciplinary infractions are during lunch/recess and class time.

**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, PS 135 will establish and implement a school-wide support structure to positively impact student behavior. This will decrease the number of OORS infractions by 20%.

**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 Supportive Environment 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>Character Education Committee will create four cycles that will support a culture of a safe and nurturing school community. Students will have opportunities to express various traits through drawing, writing, and presentation.</p>	<p>Pre-K to 5</p>	<p>September, December,</p>	<p>Administration Teachers</p>

		March, June	Students Paraprofessionals
"Bucket Filler" Stars for Random Acts of Kindness	Pre-K to 5	September 2015 to June 2016	All Staff and Students
Parent Workshops on cyber bullying, bystanders, and bullying. These workshops will provide the parents with information and support parents at homes.	Pre-K to 5 parents	September 2015 to June 2016	Parent Coordinator Teachers Administration
"Book of the Month" will be geared toward the character trait of the month. Students will respond to the story. These written responses will be displayed in the hallway. There will be an anti-bullying poster contest the first month of school.  Revised:  Anti-bullying Assembly "Ned Show"  No Place for Hate  Behavior Management Initiative Committee (MTSS)	Pre-K to 5	10 times a year  September  February  September 2015 to June 2016  September 2015 to June 2016	All teachers Administration All Staff and Students Guidance Counselor and Grade Five Students Staff Members

**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.										
Administration, teachers, Parent Coordinator, Students										
<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		Title I SWP	X	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**

<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.
Analyze OORS data on a quarterly bases (i.e. October, January, March, and June) to review progress and discuss next steps. We will generate OORS reports to review the type of infractions and create an action plan to continue progress toward a 20% decrease.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

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

### Part 1 – Needs Assessment

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

In the 2014-15 school year, Public School 135 received a developing in Instruction focus 1.2 and 2.2 on the Quality Review. During the feedback session, the evaluator shared that there were inconsistencies across classrooms with teaching practices and teaching strategies with the curriculum. The evaluator also stated, PS 135 is developing in the use of common assessments to measure student progress toward goals across the grade, which result in inconsistencies when adjusting curriculum and instruction. Therefore, we need to strengthen our collaboration school-wide, conduct inter-visitations and build capacity.

### 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, teachers and paraprofessionals will work collaboratively to develop coherent and rigorous curriculum maps, share best practices, and analyze student data (pre, mid, and post assessments) during grade level team meetings by using the Ready Gen, TC Writing, and Go Math curriculum measured by the completion of curriculum maps and pacing calendars for each unit.

### 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</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>The implementation of inter-visitations weekly will increase school-wide across grades and on grade level.</p>	<p>Pre-K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers, AIS Providers, Paraprofessionals, ESL Teachers, SETSS Provider</p>
<p>Vertical Team Committee will meet monthly to discuss gaps in curriculum from grade to grade and seek out additional instructional resources to supplement and scaffold the curriculum for our ELLs and SWD.</p> <p>Grade Teams will meet weekly during common prep time to discuss and create instructional shifts to the curriculum based on student work.</p>	<p>Pre-K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers, AIS Providers, Paraprofessionals, ESL Teachers, SETSS Provider</p>
<p>School Leaders will create checklists clearly stating expectations and outcomes for teacher teams. They will be used to monitor team progress.</p>	<p>Pre-K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Teachers</p>
<p>The Data and Professional Development Committee will assist in the development of weekly professional development to drive instruction with a lens focused on students with disabilities in math.</p>	<p>Pre-K-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, Classroom Teachers, AIS Providers, Paraprofessionals, SETSS Provider</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.

- Administrators, Teachers, Paraprofessionals
- The use of ORID to look at student work
- Common Planning Time
- Monday, Professional Development (2:30-3:45 pm monthly)

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

X	Tax Levy		Title I SWP	X	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.

- Completion of curriculum maps for each unit in ELA and math. On a monthly bases the administration will review the curriculum maps and ensure that the teams are meeting to discuss the maps.
- Administration will oversee all meetings and provide support throughout the process on a weekly basis
- Increase in the amount of inter-visitations on grade level and across grade levels as needed.
- Sharing of best practices during Monday Professional Development once a month
- Develop a school-wide system to use quantifiable student results to measure each grade team’s success
- Administrators will assess the communication between the grade teams, and the school community as a whole through participation of faculty.
- Teacher attendance and participation during scheduled data meeting. Administration will review the levels of collaboration in December to ensure that all teachers are meeting as a team to discuss curriculum shifts based on data.

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

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

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

### **Part 1 – Needs Assessment**

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

After analyzing 2014-2015 Advance data for instruction (domain3) the data showed an area of need in questioning and discussion (3b.) The data for component 3b showed 64% of teachers received a rating of effective in 3b, 36% received a rating of developing in 3b.

### **Part 2 – Annual Goal**

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

By June 2016, 75% of the teachers will move one level on the Danielson Framework for Teaching in the questioning and discussion technique component (3b.)

### **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 parent leadership and engagement as a key lever for school improvement.</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>
All teachers will receive actionable feedback at least six times this year from the administrative team on how to best move their practice toward an effective rating in this component.	Pre-K - 5	September 2015 - June 2016	Literacy Specialist, Assistant Principals, and Principal
Literacy Specialist (along with the administrative team) will provide professional development on questioning and discussion techniques during their weekly visits this school year.	Pre-K - 5	September 2015 - June 2016	Literacy Specialist, Assistant Principals, and Principal
Assistant Principals and teachers will provide professional development on Monday afternoons around Danielson component 3b.	Pre-K - 5	September 2015 - June 2016	Teachers, Literacy Specialist, Assistant Principals, and Principal

**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.											
<p>In order to meet our goal we have created a professional development plan. Based on the UFT Contract, Monday afternoons will be professional development for teachers. In collaboration with the Talent Coach, we are providing teachers with professional development around Danielson, specifically 3b. Part of this professional development plan will consist of inter-visitations, and collaborative planning.</p> <p>Literacy Specialist Staff Developers will host monthly professional development days.</p> <p>Actionable feedback for every informal observation will be given in person (one-on-one) and will focus on best practices for questioning and discussion techniques, when needed. Weekly cabinet meetings will discuss the individual resources and needs for each teacher.</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		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.

- September 2015: Initial planning conferences with teachers to discuss professional goals and school goal.
- September 2015 – November 2015: Literacy Specialist and Teacher-Teacher Staff Development PD Cycle #1
- October 2015 – November 2015: Complete informal cycle #1 with actionable feedback
- December 2015: Complete informal cycle #2 and complete 3 formals with actionable feedback. Provide PD for Danielson 3b provided by Assistant Principals.
- January 2016 – February 2016: Complete informal cycle #3 and complete 3 formals with actionable feedback. Literacy Specialist Staff Development PD Cycle #2
- March 2016 – May 2016: Complete informal cycle #4, 5 and 6 and complete 4 formals with actionable feedback. PD: Danielson 3b provided by teachers.
- April 2016 – May 2016: Literacy Specialist Staff Development PD Cycle #3
- June 2016: Summative evaluations and review of professional goals in 3b

**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.

The School Environment Survey for 2014-15 indicates the need for increasing the parent completion rate. The final results indicated a decrease of 6% from 26% (206 parents) in 2013-14 to 20% (168 parents) in 2014-15.

**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 we will increase the completion of Parent Surveys by 20%. This will enable us to use the Parent Survey as a means to improving school culture, environment and customer service. This data will also indirectly tells us that the parent's trust level and engagement level has increased. This will improve family and community ties.

**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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>To help with increase of the completion of the surveys, the following events will take place:</p>	<p>Pre K-5</p>	<p>March 2016</p>	<p>Administrators,</p>

Class completion incentives/raffle  Computer Lab will be open with support for translation during Spring Parent Teacher Conference  Spring Parent Teacher Conference translation support  Workshops on the importance of the completion of the Parent Survey  Discuss the Parent Survey at the February and March PTA Meetings			Teachers,  Paraprofessionals,  Parents  Parent Coordinator  Translators
Family Outreach  Parent Coordinator Newsletter  Parent Coordinator Phone Relay-School Messenger  School Web page: Calendar, Events, hyperlink to homework and assignments  Student Celebrations, Student of the Month Awards, Award Assemblies, Science Fair, Citizen of the Month	Pre-K-5	Sept. 2015- June 2016	Administrators,  Teachers,  Paraprofessionals,  Parents, Students  Parent Coordinator
ELL and SWD Outreach and Support  Early detection of speech intervention, OT, PT, and other support services	Pre-K-5	September 2015 to June 2016	Administrators,  Teachers,  Paraprofessionals,  Parents  Parent Coordinator

**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, Parent Coordinator, and support staff will help with the workshops. The incentives will be donations and teacher created materials.											
<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		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.

- Tracking of parent survey completion
- Attendance for Parent Workshops
- Final parent survey completion rate

**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>	Formal assessments  Summative assessments  Teacher recommendation  MoSL  TC Benchmarks	At-risk SETSS  Strategy Groups  One-on-one conference  AIS Support for Reading and Writing  Foundations Program K-2 (Double Dose)  After School Program for ELLs 2-5  After School Program 2-3  F-Status Teacher grade 4 and 5	Small group, one-to-one	During the school day, before and after school
<b>Mathematics</b>	Formal assessments  Summative assessments  Teacher recommendation	Strategy Groups  One-on-one conference  After School Program 2-5  At-risk SETSS-Math  AIS Support for Math  Revised:  F-Status Teacher grade 4 and 5	Small group, one-to-one	During the school day  Before and after school

		Morning Program Grade 3		
<b>Science</b>	Formal assessments  Summative assessments  Teacher recommendation	Scaffolding instruction based on students' needs	Small group instruction	During the day
<b>Social Studies</b>	Formal assessments  Summative assessments  Teacher recommendation	Scaffolding instruction based on students' needs	Small group instruction	During the day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Formal assessments  Summative assessments  Teacher recommendation  Teacher Observations	Guidance Counselor – Positive Social Skills  School Psychologist- Positive reinforcement  Social Worker- Positive Social Skills	Small group, one-to-one  One-to-one	During the day  As needed

## 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.			
<b>Schoolwide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<p>Strategies and activities used to attract high-quality highly qualified teachers to our school include.</p> <ul style="list-style-type: none"> <li>• Frequent communication with our HR Director when vacancies occur.</li> <li>• Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members.</li> <li>• Maintaining a teacher resource center and professional library to promote promising and effective practices.</li> <li>• Individualized PD plans are created for teachers to ensure continued improvement.</li> <li>• Teachers are encouraged to participate in Lunch and Learns, inter-visitation and attend off site PD.</li> <li>• First year teachers will receive a Mentor Teacher to assist them as required. For our new teachers to the building, a Buddy Teacher will be assigned on the grade to assist them as required. These teams will have a specific schedule to meet one period a week.</li> <li>• Principal and Assistant Principals will work closely and analyze the Advance Data and discuss the specific feedback given to teachers to determine PD on Mondays.</li> <li>• Principal and Assistant Principals will guarantee that all teachers receive 175 hours of professional development within their 5 years of holding their professional license.</li> <li>• Principal and Assistant Principals will ensure to conduct workshops tailored to the needs of the school whiling building capacity from within based off of Teacher Surveys and classroom observation data.</li> <li>• Assistant Principals will host workshops on how to apply for their professional license and complete necessary paperwork.</li> </ul>

#### 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).

- Paraprofessionals will attend outside professional development on working with students with special needs. They will turnkey the information during Monday Professional Development time.
- The AIS and IEP coordinator will provide four workshops on how to scaffold lessons for students with special needs.
- Teachers or Administration will supply weekly professional development in different areas such as, The Danielson rubric, Quality Review, managing student behavior strategies, and best practices.
- All K-5 and support teachers will attend workshops to support implementation of Foundations and the TC Writing Program.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

The Title I After School program provides additional instruction for students who only were able to achieve level 1 and 2 on the 2015 NYS ELA and/or exam. During this time the teachers work on the area of weakness that were demonstrated on the exam, teacher assessments, and the MoSL.

The AIS teacher will provide extra support through small group instruction once or twice a week. The selection of student eligibility for this program is flexible depending on the student's needs. This is based on the teacher analysis of data collected during classroom instruction, benchmarks, student work and assessments.

#### **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).

There will be vertical teams established in September for math and ELA. These teams will meet twice a month to discuss the CCLS for the grade above and below. Through these discussions, scaffolding will be put in place with the curriculum maps to target the higher and lower level students.

Teacher teams will also look at student work during the unit of study to establish student performance trends, create flexible grouping and to provide scaffolds and extensions to accelerate student learning. An analysis of additional assessments identifies students who are eligible to being assigned to AIS periods.

After school programs are designed to minimize the removal of students from their regular classroom experience.

### **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.).

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**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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 PS 135**

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 our school. Therefore, our school, 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 our school and the families. PS 135'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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

as outlined in the 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 schools 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 our 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 our school and will work to ensure that our 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 Guide, 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster 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**

**P.S. 135**, 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>The Bellaire School</u>	DBN: <u>29q135</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</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: Since virtually all the ELLs in Third, fourth and fifth grade are required to take the NYS Mathematic examination, these students will be brought in for an after school program centered around mathematics . This math focused program will address the student's specific areas of literacy needs and vocabulary since literacy forms an important part the the mathematics standardized examination. The students were selected based on the NYSESLAT spring 2014 results, the results of the Spring 2014 NYS Mathematics exam as well as classroom and interim/periodic assessments. This supplemental After-school program will be 42 instructional sessions, of one hour and fifteen minutes long. The program will begin on January 10, 2015 and end on April 23, 2015 and will be operational on the following dates:

- January: 7,8,9,14,15,16,21,22,23,28,29,30
- February: 4,5,6,11,12,13,25,26,27
- March: 4,5,6,11,12,13,18,19,20,25,26,27

The three certified ESL teachers in the program will use "Everyday Math After School" to reinforce the concepts taught during the day. There is no cost for these materials since the school already owns them. Additional materials such as glossaries and various test prep materials will be purchased to further provide support and make certain the students become comfortable using them in preparation for the NYS examinations. A needs assessment is being designed by the ESL teachers to be filled out by the children's classroom teachers. This will enable the after school program to address the individual needs of the children. The students will be grouped by grade level in order to address the grade level needs dictated by the mathematics curriculum and ESL/ELA. Each group will be taught by a certified ESL teacher. The supplemental Title III program is the only after-school program operational on the days listed above. As a result, a supervisor will be paid at principal per-session rate for the duration of the program to oversee and monitor the delivery of instruction. A secretary will also be hired as a support staff to process payroll, maintain attendance records and contact parents of absent students. These two position will be funded through other means and work at no cost to the Title III program.

The targeted students are from all proficiency levels and all sub-groups of ELL's

## 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: In 2 one hour workshop sessions. At the first session, the principal, a former math teacher, will provide an overview of the schools mathematics program as well as an introduction to the "Everyday Mathematics After School" materials being used. One of the Assistant Principals, a former ESL teacher, will also be there to discuss using ESL methodology in the teaching of mathematics and the improvement of the children's English language skills through the use of Mathematics The first of these sessions will take place on January 20th from 3:45 - 4:45. The second will take place on March 10th from 3:45 to 4:45. Here the emphasis will be on the use of ESL methodology in the teaching of literacy in mathematics. The assistant principal will be the lead presenter at this

### Part C: Professional Development

sessions. The principal will be in attendance to discuss the mathematics being taught. The three ESL teachers working in this program will attend these two workshop sessions.

### 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: \_\_\_\_\_ The parent coordinator and the principal will design and conduct two 2 hour workshops for the parents. The parent coordinator is at no cost to the Title 3 program. The workshops are as follows

1. Understanding the format of the NYS Mathematics test and how you can help your child at home using ARIS and the everyday math website.

2. Community supports available to parents but outside of the Department of Education.

These workshops will take place on February 13th and March 13th.

If any translation services are needed, we will contact the central office to provide any language support that the parent may need.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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>	<u>pes session Teachers 8585</u>	<u>Payment of teacher per session to teachers in the program</u>
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>	<u>2615</u>	<u>Paper, pencils, Notebooks, crayons, markers, toner etc for the students in the program</u>
Educational Software (Object Code 199)	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>11,200</u></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>29</b>	Borough <b>Queens</b>	School Number <b>135</b>
School Name <b>The Bellaire 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>Diana Lagnese</b>	Assistant Principal <b>Richard Braun</b>
Coach <b>Barbara Pollack</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Jeannette Villatoro</b>	School Counselor <b>Paloma Hererra</b>
Teacher/Subject Area <b>Gregoria Giannou</b>	Parent <b>Shani Reid</b>
Teacher/Subject Area <b>Jennifer Turbert</b>	Parent Coordinator <b>Raul Lopez</b>
Related-Service Provider <b>Rachelle Alter</b>	Borough Field Support Center Staff Member
Superintendent <b>Lennon Murray</b>	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>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1012</b>	Total number of ELLs	<b>110</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	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

**This school offers (check all that apply):**

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<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>	110	<b>Newcomers</b> (ELLs receiving service 0-3 years)	104	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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>	104		10	6		3				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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: _____
--	---

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	10	12	7	7	7	3								0
Chinese														0
Russian														0
Bengali	7	4	3	2	4									0
Urdu	2	5	3											0
Arabic		1	1											0
Haitian		1	5	2	2	2								0
French				1										0
Korean														0
Punjabi	4	1	1											0
Polish														0
Albanian														0
Other	2	1	6	2	1	1								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	2	5	2	4	3								0
<b>Emerging</b> (Low Intermediate)	6	6	9	2	2	0								0
<b>Transitioning</b> (High Intermediate)	7	5	3	2	1	0								0
<b>Expanding</b> (Advanced)	8	11	7	9	7	3								0
<b>Commanding</b> (Proficient)	3	0	4	5	4	3								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				7	3	4								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		1	4	7	5	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	3	0	0	0
5	3	0	0	0	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	7			1					0
5	4	1							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	2	0	2	0	1	0	0	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.  
 In terms of early literacy assessments, we incorporate TCRWP assessments and benchmarking. The data results are two-fold and give us great insight into student achievement. Any data patterns that we notice, give us a good idea of how much the student has succeeded over the years. This also tells us where students have not shown improvement and where we need to focus our instruction. The results of the NYSITELL and NYSESLAT reveal just how much a student can listen/speak, and read/write. When we apply the data, we can see where a student needs improvement. This also helps when we are grouping students together. The administration are also proponents of dividing students by ability and targeted areas. After examining the R-LAT report, we have noticed that the lowest performing modalities are in the reading and writing sections. We are determined to use this data to drive instruction. Data collection ensures lessons are fine tuned to students needs. After our initial assessment with students we can also look into the students ELA and Math results to look for common trends. We use the NYSITELL and NYSESLAT data to look for trends in academic weaknesses. Data also allows teachers to look for trends in the assessment. We can use the data to place the students in the proper groups for instruction. We also noticed a smaller smount of beginners, and an increase in advanced students. in the middle and upper grades. Students in the lower grades perform mostly as advanced students. ESL personnel is responsible for checking the data results. The results are shared with administrators on each grade before implementing group instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Using the NYSESLAT, NYSITELL, ELA, and Math results alongside our own informal assessments we are able to gauge the success of the students in order to prepare for their needs in the following school year. Data trends have shown that ELL students mostly fall into the 2-3 level. In terms of native language trends, it can be seen that the students taking the tests in English have yielded the highest results. This is not surprising because most students that take tests in native languages are newcomers. This means that they are in a smaller percentile than other ELLs. By looking at year to year data trends we can look for problem areas that may follow the students. We can target the issue and focus instruction to eliminate the problem and let the student proceed to new information. Assessment is collected through different outlets. Teacher generated assessment and standardized testing provide insight into student success. The assessment data is compared to NYSESLAT and NYSITELL data to look for trends, or problems areas that may have been overlooked. NYSITELL provides a starting point for teachers. This helps to create a strategy for teachers to begin assessing students.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool helps us to see growth in student achievement. This tool helps us with grouping as well as testing patterns. Any data patterns that we notice, give us a good idea of how much the student has succeeded over the years. This also tells us where students have not shown improvement and where we need to focus our instruction. The results of the NYSITELL and NYSESLAT reveal just how much a student can listen/speak, and read/write. When we apply the data, we can see where a student needs improvement. This also helps when we are grouping students together. We group students according to their ability level and problem areas. If a certain group of students excel in reading, but not writing, they will be placed in an intensive writing group. The administration and school leaders are also proponents of dividing students by ability and targeted areas. Since some ELLs are pulled from the class for ENL instruction, and possibly other related services such as speech, we make sure that instruction is focused on problem areas revealed through the data reports. The report is also looked over by our Language Proficiency Team. This special team looks at IEP students that should take the NYSITELL at enrollment. ENL teachers, administrators, and IEP teachers comprise the team.

4. 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?

Most students seem to take state standardized examinations in English rather than their native language. This is usually the case where students prefer to be assessed in the language of instruction, however, most newcomers do prefer assessments in the native language. Even when students choose to take the test in English, they are able to use the native language tests and or glossaries as a reference and choose to answer in their English booklets.

Using the NYSESLAT, ELA, Math and TC Benchmarks results alongside our own informal assessments we are able to gauge the success of the students in order to prepare for their needs in the following school year. In terms of native language trends, it can be seen that the students taking the tests in English have yielded the highest results. This is not surprising because most students that take tests in native languages are newcomers. This means that they are in a smaller percentile than other ELLs. By looking at year to year data trends we can look for problem areas that may follow the students. We can target the issue and focus instruction to eliminate the problem and let the student proceed to new information. ESL Teachers work closely with classroom teachers when creating their groups. ESL teachers share RLAT results with teachers and ensure consistency among the reports. ESL students are given the opportunity to take state exams in their native language. They are also supplied with native language glossaries to help them translate any words they may not understand.

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](#).]

Our school refers to the Support Services for ELL's as a reference to better serve the students. The three tier approach helps us to group students more effectively. This method has also driven our after school program. By identifying the largest group in need of support, we prepare to support them with supplemental services. RTI allows struggling students to receive extra support. In our building, data drives instruction. When we receive data reports we use the information to pinpoint student needs and supply them with the necessary academic interventions. Students in need of more intervention are provided whatever services are necessary.

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

ESL teachers work very closely with classroom teachers. Language development is always the priority. ESL teachers share their methods with classroom teachers and give helpful hints about how to let an ELL flourish in their classroom. 20% of all PD given at the school is ENL related. Tips regarding any native language assessments and differentiation are shared with the classroom teacher providing insight into how we can incorporate ELLs into all lessons no matter their ability level. Alternative responses are also shared with classroom teachers such as TPR (Total Physical Response.)

7. For dual language programs, answer the following:

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

N/A

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

Nyseslat results are the main source of ESL success data. We look at the results from year to year and check for areas of continuing difficulty. If a student's data report shows areas of weakness, the data is assessed and the student is given any necessary services. This may include our morning enrichment program. TC benchmarking results are also a constant source of student achievement. If a student is able to rise through the levels and find themselves where the work is challenging, yet comprehensible, then we know they are at the right benchmarking level. We would love for all of our students to be proficient in ESL, but our main focus is improvement. We check data reports at the beginning of each year to see how the students progressed on the most recent NYSESLAT. Teachers check the results with student progress in mind. Not only do we want to know who attained proficiency, but we are also interested in how students have made progress. If their learning goals are met they are able to stay in the same general program that they were

originally placed. When students have not made any progress, intervention teachers are notified and service the ESL student in question.

## 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.

ELL students are identified for language services by the information provided in the student's Home Language Identification Survey (HLIS). The intake process takes roughly 10 days to complete. The HLIS is completed by parents of first time registrants into the NYC school system. When parents enroll their children in our school, they are given this language survey as part of their registration packet. One of our trained ENL teachers, conduct an interview with the parent to ensure compliance and accuracy on the HLIS. If any intervention is needed an extra ESL teacher can be called upon to help with the process. There is a trained staff member present for each HLIS regardless of the situation. Teachers can represent the student's interests in an informal interview. One of our assistant principals is a former ESL teacher and is able to be involved in the HLIS questioning process. The staff are trained in regards to what questions to ask if there seem to be inconsistencies in the parent's answers. We are very thorough in our HLIS process so that no child in need is ever overlooked. Teachers ensure that questions are answered accurately. Our staff can provide support in many languages. We can provide help in English, Spanish, Creole, Bengali, Urdu, Hindi, and Punjabi. Translation services can also be provided in these languages. Between providing native language HLIS forms and our ability to provide in house translation, we are always able to provide language support while admitting new students.

The parent survey asks a variety of questions to determine if the child is a candidate for our ENL program. The survey inquires which language is used at home for the preferred means of communication. If the parent does not understand or speak English, our school provides a translator or uses the NY DOE translation unit to assist the parent in completing this survey. We also provide the parent with a translated copy of the HLIS (provided by the NY DOE) of most common languages spoken in our city. The HLIS asks which language the child speaks, listens to, reads and writes. Most importantly, the survey asks which language the child understands. These questions are the indicators to determine the preference and dominance of language at home or in the student's previous school. If there is any indication that the family uses more than one language at home, it is up to the ENL teacher to determine if there is a second language and if the form is filled out correctly. If the child is eligible, then the student is eligible to be assessed by an ESL teacher using the NYSITELL.

Once a child is identified as eligible for testing, we administer the NYSITELL. It is used as an initial formal assessment to measure student's proficiency level in English. The assessment must be administered within the first ten days of the child's admittance into the school. The exam determines the student's reading, writing, listening and speaking proficiency skills in English. The NYSITELL is an entry assessment administered only one time to each eligible student. Based on the overall performance, a student will receive mandated services. Spanish speaking students that do not attain the required passing level of proficiency will also be given a native language exam. This examination will allow ENL personnel to understand the child's native language skills that can transfer over to their L2 acquisition. These services will vary depending on the English proficiency level. A minimum of 180 minutes weekly of standards based instruction are provided to students who have achieved an advanced level of mastery. Students who are in need of more support scoring on an Intermediate and/or Beginning Levels will receive a minimum of 360 minutes of weekly differentiated instruction. These students also receive 90-180 minutes of integrated ENL in their classroom. This service is given by ENL teacher, and their classroom teacher. Once it is determined from the student's score, that he/she is eligible for instruction, our ESL teachers send home an entitlement letter with the child's score indicating student's eligibility for services. The letters are sent home with the students. Native language entitlement letters can be provided if necessary. If parent choice letters are not returned the ESL teachers will send a second notice letter. If this is not returned the teachers will call parents and inform them of the letters and the need for them to be returned. The last resort for teachers is to wait for parents at the end of the school day and share the information with them in person. The identification process does not exceed 10 school days. Parent choice plays a very pivotal role in the identification process. At the end of the process it is the parent who chooses which program is best for their child. It is our duty to ensure clear communication to parents in order to provide the best education for their child.

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).

Student work, and records from previous schools are the first indicator of a SIFE student. Parents are also interviewed (in native language if necessary) to see what kind of formal education the student has received. Once admitted as an ELL, academic

intervention can also be utilized once ELL identification has been completed. Baseline assessments are given in our core curriculum at the beginning of each year help to identify SIFE. Collaboration between ENL and classroom teachers can help to identify SIFE students. When possible, prior schools are contacted for information. The SIFE questionnaire is also used as a reference. Once SIFE students are identified, it is up to the staff to bridge the achievement gap and prepare to scaffold lessons in order to meet students where they currently are, and not where we want them to be.

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).

ELLs with IEPs are identified during the registration process. The IEP is checked by our IEP Coordinator, and licensed ENL teacher. If ENL is not part of the IEP, we look to the student's HLIS. If any further investigation is necessary, we can be in contact with the student's former school. For IEP students, the ID process can take up to 20 days to complete. If there is any question regarding the decision, there is a 20 day period to repeal any decisions.

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.

After the identification process is complete, parents are sent all appropriate documentation within five school days including entitlement letters. Our orientation meetings for parents are usually scheduled around this time so that we ensure nobody is left out. The ENL teachers are responsible for the collection and retention of these documents. Native language documents are supplied if necessary. ENL teachers continue to pursue entitlement letters until they receive them back.

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 about their ability to reject ESL services at registration. If a parent is not satisfied with their child's placement in ESL, they are given all information needed to opt their child out of ESL. The ESL team will also have a conversation outlining the benefits of the program before the parent makes their decision. Parents can request a re-identification for their child within 45 days. This is not an opt out option. This is simply a chance for parents to prove the non ELL status of their children. NYSITELL results can be appealed by parents within 45 days of administration.

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.

Our ESL teachers work closely with parents. We try to make sure that parents understand all of their options when it comes to their child's education. At our parent orientations we explain parent choices in a few different ways. The parent choice pamphlets explain their options in a multitude of languages. We also show the online orientation video explaining parent options. When we send letters home to parents in the beginning of the year they are given weblinks and information provided by the DOE website that will help educate parents in making their decision. Unfortunately, we closed our Dual Language Program this year. We do not provide a Dual Language option anymore, but if a parent is interested in a DL program, we can direct them to schools that do provide the services that they are looking for. If the transfer option is applicable, students can now switch schools and participate in a Dual Language Program at another school. If there is enough parental interest in a Dual Language Program we would follow the necessary steps to reinstate the program. Should a new DL or TBE class become available, we would check our student caseloads and inform any, if not all parents about the new option for their child. We would conduct an orientation for any interested parents to make sure that this new option is right for their child. If a parent desires a DL or TBE program, we contact neighboring schools for bilingual programs in the area. If there are 15 or more parents that want a bilingual program, we would happily open one. Our parent coordinator also has resources that can help parents find the program they'd like best.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once it is determined from the student's score, that he/she is eligible for instruction, our ESL teachers send home an entitlement letter with the child's score indicating student's eligibility for services. Parent surveys and program selection forms are sent home with the students. Parents are instructed to look at the survey and bring it with them to the orientation meeting. Native language entitlement letters can be provided if desired. If parent choice letters are not returned the ESL teachers will send a second notice letter. If this is not returned the teachers will call parents and inform them of the letters and the need for them to be returned. The last resort for teachers is to wait for parents at the end of the school day and share the information with them in person. ESL teachers keep copies of the entitlement letters for themselves and in the main file located near the main office. Copies of the parent surveys are kept on file while the originals are returned to the student's file. Parent surveys can also be obtained at the orientation meetings. Parent choice is constantly monitored and if necessary, we will open desired programs. We are very meticulous in regards to our paperwork. All forms are filed with teachers, and in our main ESL file. All copies of the parent survey and program selection form are kept in the main ESL file near the main office, and with the ESL teachers.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A follow-up letter is sent home, and teachers will call parents to ensure that they received the information. Native language phone calls can be made if necessary.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent letters are sent home with students. They are sent around the time of the orientation meeting. We send home a packet of information with an invitation to the orientation. The packet is accompanied by an invitation to the orientation, which explains all of the information and a link to the city-wide ELL video if they choose to watch before the orientation meeting. These letters are kept on file in the ENL central hub.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documentation is kept in a few different ways. Any paperwork that needs to be kept on file can be found in our ENL Hub cabinet. Information regarding all ELLs is kept here centrally. ELL teachers also keep copies on file in their rooms. Documents such as parental preferred communication slips, identification intake records, parent choice letters, HLIS, and any other intake documents are stored with the ESL teacher and in the central hub cabinet. Original documents are placed in student cumulative files.
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.  
After we receive testing materials, we usually take inventory to ensure that we have all the materials we need. Our next step is to generate a new admit list to make sure that there aren't any new students that need to take the LAT. These reports are generated bi-weekly throughout the year. We also generate reports such as the RNMR, RMSR, and RLAT to show which students are entitled to take the NYSESLAT. Following our data protocol, we administer the exam according to the testing calendar provided by our district. At the end of each day our ESL teachers collect all LAT materials and deliver them to the testing closet so that they can be stored securely over night. The next morning, our ESL coordinator will take the materials out of the closet and redistribute the tests to our ESL teachers. During the testing window, we generate new admit lists to make sure no new admits came in while we were testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
ELL teachers inventory their caseload and monitor what paperwork needs to be updated. If there are any papers missing, teachers will be in touch with parents to make sure they know that their child will or will not continue in ESL. A second copy of the necessary paperwork will also be sent home to parents to inform them about their child's future in ENL.
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).  
Being that we have phased out the Dual Language Program we usually receive requests for our ESL program. If a parent is not satisfied with our ESL program, they have the option to transfer their child to a school that can accommodate them. If enough parents request a DL program in a specific language, we are then obligated to open a class to fit the desires of our parents.

## 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.  
With the integration of the Common Core State Standards, instruction for ELLs has to be examined to see that we are providing the rigorous instruction that students need to be successful. The instruction must provide the Depth of Knowledge Levels that are provided for the general student population. The ESL program enriches the student's school day by providing small group instruction with strategic and extended thinking imbedded into the instruction. Stand-alone ENL is for core content. This is done with the pull out method. Stand-alone ENL is provided for students that are entering, and emerging in their language career. Integrated ENL is where content area instruction is delivered. Instruction is given by the classroom and ENL teacher that pushes into the classroom. Students that are entering-expanding receive Integrated services. The teacher is not copying the lesson for the class, but rather using it as a framework to teach a related ENL lesson. Lessons are appropriately scaffolded for different ability levels. ENL teachers are given common planning time so that they can be prepared to follow the grade pacing calendar. Entering, and emerging students receive standalone(360 min) and integrated ENL services. Transitioning, expanding

and commanding ENL students receive 180 minutes of stand-alone ENL only(180 min). Commanding students receive ENL services for two years after testing out of the NYSESLAT.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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)?

ESL teachers work very closely with classroom teachers to ensure that the students do not miss any of the core curriculum when they are pulled out for stand-alone ENL. When students are pulled for ENL we try to make sure that it is not during the math or literacy block. If a child is having difficulty with a certain topic, the ENL teacher can reinforce the skill in question during their program. Entering, and emerging students receive stand-alone(360 min) and integrated ENL services. Transitioning, expanding and commanding ENL students receive 180 minutes of stand-alone ENL only(180 min). Commanding students receive ENL services for two years after testing out of the NYSESLAT. ENL teachers closely monitor instructional minutes for each child in their caseload.

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

Content area are delivered in a few different ways for ENL children. Our ENL teachers are sure to include content area work that is grade specific for their students. ESL teachers are free to attend grade meetings and stay on the same page as the classroom teachers. Our literacy program used in every classroom is also content area specific. Children may read a fictional story about a child growing up as a pilgrim, or a non fiction story about The Civil War. As common core practices make a shift towards non fiction material, it is much easier for the classroom teachers to incorporate content areas into their daily lessons. Students may also visit with our science cluster teachers. There they can get hands-on time with lab work, or just read into greater depth about grade appropriate lessons in the text books. All content areas are delivered in English. We have native language books available in our library. Students can borrow books from a wide range of content area topics. Core curriculum is covered during integrated ENL time. Here, students are receiving instruction in their class, and are completing scaffolded activities that were designed with their skillset in mind. Native language support is provided by staff members. Students can receive translations, and well as native language textbooks if necessary.

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

In our library, we have a collection of native language books. Students can read books in any language. From Haitian Creole to Urdu we provide reading books in the languages of our ESL children. ELLs are still free to take state exams in their native language. If a child requests a native language exam, they are accommodated as long as the DOE provides tests in their language. We ask students in October and double check with them in February to make sure anyone that wants a native language exam will have one.

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

At PS 135, we believe in aligning our curriculum with the NYS ESL performance standards. In our ESL classrooms students will:

- Listen, speak, read and write in English for information and understanding;
- Students will listen, speak, read and write for literacy responses, enjoyment and expression;
- Students will listen, speak, read, and write in English for critical analysis and evaluations;
- Students will listen, speak, read, and write in English for classroom and social interactions;
- Students will demonstrate cross-cultural knowledge and understanding.

Our ESL teachers are very aware of ESL standards and support in all four modalities. Instruction is diverse and includes practice in all four modalities. NYSESLAT results are used to see what modality is most problematic for each student. Students can be grouped together so that they can focus on the specific modality needed. Benchmarking is also a very effective way to assess students in all four modalities. The students must listen to questions. They must read a passage from a story, and they must respond verbally to the questions. Classroom teachers can generate writing assessments to supplement the benchmark assessment. Teachers are aware of ELL goals and know that anything as simple as speaking to an ELL can be an informal assessment to see how their social language is developing. Planning lessons around language standards help ENL teachers support all their students.

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

We will be starting to use the Imagination program for our ENL students in the 2015-2016 school year. We are excited to begin the program for its leveled nature and technological components. We will be using the program with all of our ENL students. Students who are new to the country (0-3 years) have the benefit of an incredible phonics based program. Newcomer Phonics programs ease students into beginning phonics skills with great visual aides and use of prior knowledge. The use of the workshop model is also an asset in the classroom, because of the modeling and conferencing of the lessons for all ELLs. Vocabulary and comprehension are two of the most important skills to reinforce when a child is new to the country. Through vocabulary acquisition, and prior knowledge skills, students begin to grasp their new language. Newcomers will have a vocabulary rich classroom environment in which they can begin learning their new language. Units included in such book series as the Prentice Hall Regents series, and The Cornerstone Programs are an excellent way to introduce vocabulary. We have been using the Cornerstone Curriculum for a long time now The vocabulary rich, content based units are a lot of fun for the kids. They enjoy the program's use of multimedia such as videos and animations. The Cornerstone program is used from first to fifth grade. Students that have been here from four to six years and over will have the benefit of extra programs for enriched support. With funds pending, these programs are scheduled before the start of the school day, after the day has ended and possibly on Saturdays as well. These programs are a great way to add more test prep for the ELL students that will be taking the ELA and Mathematics state tests.

Students who have been identified as ELLs and serviced for an extended period (4-6 years) are also a primary concern for our school. We work closely with the classroom teachers of these students to pinpoint student areas of difficulty, such as listening, speaking, reading, or writing. From collaboration to data analysis, extended ELL's needs are always in consideration. Classes that focus on ELA skills span all content areas. All classes make sure to include science, social studies and all other content area subjects in their ELA activities. Some of our materials such as the "Keep on Reading" series are all inclusive in regards to content area instruction. Students can practice their reading and writing skills while focusing on content area instruction. The testing modifications that the ESL students receive will give them an extra edge in their studies. We currently do not have any students that have completed six years of service. When we do have LTE students they are entitled to all services listed. ESL teachers work closely with classroom teachers to look for any trends in academic issues. They can work together to target problem areas. ESL teachers can offer insight into different strategies classroom teachers can use to have a more productive classroom experience. High frequency vocabulary instruction and language application are always at the forefront of instruction.

Students with IEP's and learning disabilities also receive testing modifications including content based glossaries and dual language dictionaries. Students with learning disabilities also receive more attention as the ESL teachers and their classroom teachers are in constant collaboration to help diagnose problem areas. Special education teachers work closely in our program and help give some insight into the special learning needs of the student. The ESL program accomodates special needs students in any way that we can. Special education service providers and ESL teachers work closely to make sure that there are no scheduling conflicts for IEP students. ELLs with IEPs always get the mandated amount of time according to their IEP and NYSESLAT results. Our school ensures that all IEP students receive an appropriate classroom setting that will let them work to the best of their abilities. Our service providers are all flexible in scheduling and make sure that there are no scheduling conflicts before committing to a service schedule for the year. IEP students are part of our heterogeneous mixed groups. We do not separate IEP students from general education students. We believe that peer teaching can be just as effective as traditional methods. We find that the students are comfortable with this method too. Native language paraprofessionals can be provided for IEP students to provide translation for class work. IEP students are entitled to all other native language services previously specified. We do not have any SIFE students at the current time. Should any SIFE students be enrolled at our school, they would be entitled to all programs and activities. They would be identified within the first 30 days of enrollment. Proper intervention services would also be provided. Once a student has been declared English proficient by passing the NYSESLAT, they are still given language support for two full school years. This means that they are given native language glossaries, and are given the same testing modifications that any ESL student would receive. These modifications include separate location and extra time to complete assessments. Former ELLs also receive 90 minutes a week of ENL instruction for two years. This allows more transitional support time for ENL students.

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.

Scheduling is an integral part of ENL success. We try to ensure that ENL students are not missing any core curriculum, and if they are struggling with any topic, ENL teachers plan closely with classroom teachers so that nothing is missed. ENL teachers can pick up right where the classroom left off. We try to cover our bases and ensure that students receive the most robust education possible.

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?

Chart staff is very good at collaborating with each other. Service providers share information with ESL teachers so that the children are getting the help they need. We have begun a new math and ELA curriculum this year. We started using GoMath as our new math program and ReadyGen for our ELA curriculum. ESL teachers are familiarized with the new program and are able to supplement any lessons that the student may miss when they are pulled out. ReadyGen is aligned with common core curriculum and spans grade level curriculum. Students are able to practice literacy skills while ready content area subjects. Last year our Treasures program came complete with an ESL component. ELLs were given differentiated work that was language based, and allowed them to participate in conversations with the teacher. The vocabulary rich program allowed ELLs to function with the class no matter their proficiency level.

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?

Our teachers work well together when it comes to scheduling. Before ESL groups are formed, teachers speak with service providers and classroom teachers to make sure that no work is missed in the classroom. There have been very few overlaps in student scheduling, and if there is a conflict, the teachers are quick to remedy the issue. IEPs are followed very strategically so that children can receive all mandated services. The IEP takes priority when it comes to scheduling. We do not have any conflicts pertaining to scheduling this year, but if necessary and pending funds, we can supplement any lost ESL instruction time in our after school or Saturday programs. We take mandated services very seriously and always make sure that students are receiving all services required in their IEP.

**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.)	
Chart		.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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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. 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.

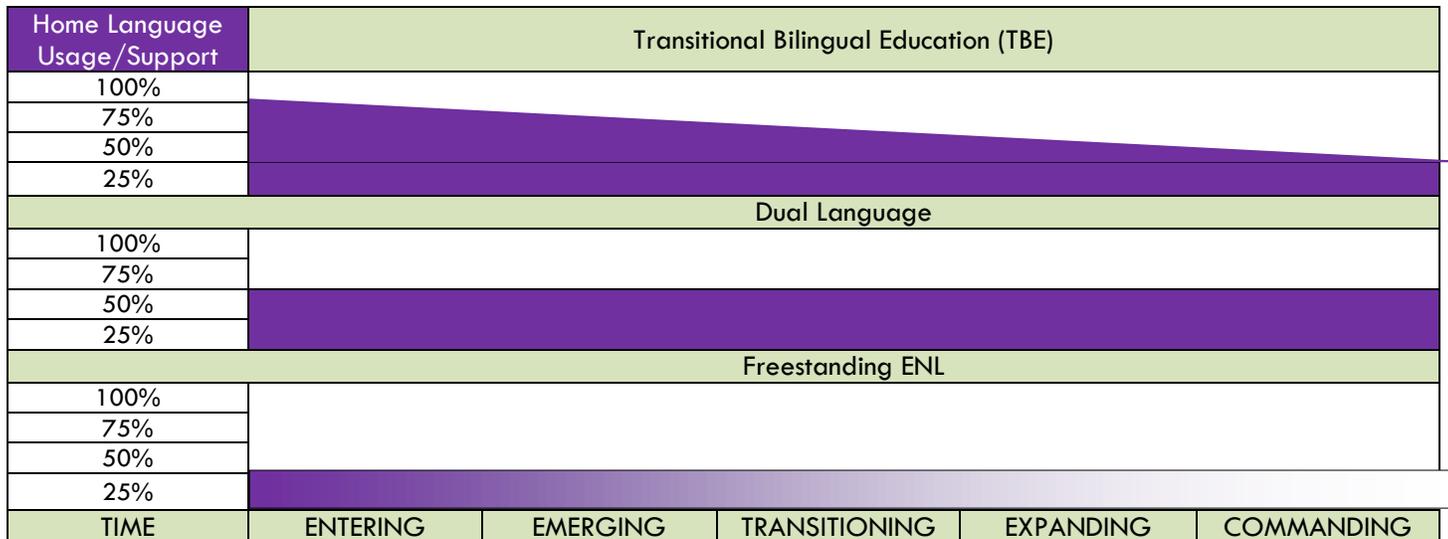


\*Note: “other approved services” does not apply to New York City at this time.

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. Depending on funding, we would like to re-establish our Project Weekend program for ELLs to receive extended support in a program designed with expanded subject areas in mind. The complete curricular program covers topics such as social studies and science. Each class will not only prepare students for state examinations, but will also support core ELA and mathematics skills for everyday academic needs.
- We provide enrichment services for our FLEPS. Students that have passed the NYSESLAT will receive two extra years of support including ESL servicing and testing modifications. FLEPS (Former ENL students) are not forgotten after they pass the NYSESLAT test. FLEPS are students that have passed the NYSESLAT, but are still entitled to two years of ELL services. These services include testing modifications. These students are entitled to these continued services and receive the same attention that they received when they qualified for in ESL. All intervention services are provided in English. FLEPS continue to receive ELL testing modifications, including glossaries, and separate locations for testing.
- All ELL students are entitled to each intervention program. For each service there is a group with similar linguistic needs. The ESL program also benefits greatly from utilizing technology in the classroom. Newcomers can use the Starfall Program website in order to learn basic sounds and enjoy easy reading short stories. Starfall has a great progression to from beginning to more advanced reading work as the student progresses. We also use other thought provoking websites in the classes such as "Thinkfinity.org" and "Storycove.net" We also implimented Ipad in some classrooms. The hands-on approach that the Ipad provides allows for students to have a richer experience during lessons. Touch screens allow students with disabilities to interact in lessons like never before. Smartboard integration also provides students with a technological edge in the classroom. The Cornerstone reading program is a valuable asset for helping students truly learn reading skills to prepare themselves for the ELA examination. The program promotes higher thinking skills that entice the student to dig deeper when searching for answers. The program also contains a multimedia aspect. There is a CD component so students can listen to, as well as read the lessons. Some levels even contain a DVD component that introduces each unit with a short video clip that informs the students of what they will be learning in the upcoming weeks. We are hoping to aquire imagination learning for ENL students this year.
- ENL students are entitled to join any of our intervention programs. They have equal opportunities to be part of all programs. ELLS are not discriminated against at any time here. We always allow new students to participate in our summer programs. This way we allow students to have an edge in their language acquisition before starting their first year of school. We do not provide native language electives.
- Our after school YMCA program provides homework help for students with working parents. It also provides more interractions in English. All intervention programs are serviced in English. For our after school program, students will be able to use Imagine Learning, which is a web based language acquisition program. Students will also be able to practice math skill, and other core concepts in the after school program. The program will target beginners in grades 2-5. After the beginners have been offered a seat in the program, ENLs performing at lower levels will be offered a seat. Hold-overs will then be targeted in the third tier. We have also recently discovered that we will participate in a Saturday ENL Arts program funded by The Center of Arts Education. The students will learn alongside a teaching artist and perform in a culminating activity at the end of the term. The profgram will begin on Saturday, 12/5 and run until April 12, 2016. The program will run from 9:00am to 12:00pm every Saturday, unless during a holiday break. We are very excited to expose the children to the arts once again. All teachers involved must attend two mandatory five hour PD sessions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The cross curricular nature and test prep skills leave us very optimistic about the programs. Our ESL curriculum is a great success. We have been using the Conerstone program, Keep on Reading series and newcomer phonics with our ELLs. The success of these programs prove that they fit the needs of our students. We had a high rate of students test out of ESL last year. The past few years of success show that the program is effective and the students love reading them. The Cornerstone program has become the cornerstone of our ESL curriculum. The books cover all four modalities and are made specifically for ELL students. The series was co-created by Dr. Jim Cummins, who is a trailblazer in modern practices in ESL. Units are grade appropriate and subject matter is relevant to our children.
12. What new programs or improvements will be considered for the upcoming school year?
- Foundations and T.C Writing have been added to the school's curriculum this year. Foundations (K-2) helps students with phonics and gets them on a better path to literacy. Sound and work work are the foundations of good reading. T.C Writing re-introduces the workshop model in teacher lessons. This thinking out loud/model heavy approach guides students to become better writers. We will be using ReadyGen for literacy K-5, and GoMath as our math program K-5. The new programs are aligned with common core and we expect great things from the students with the new programs.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Depending on funding, we would like to reestablish our Project Weekend program for ELLs to receive extended support in a program designed with expanded subject areas in mind. The complete curricular program covers topics such as social studies and science. Each class will not only prepare students for state examinations, but will also support core ELA and mathematics skills for everyday academic needs. There is even time for ELLs to use our computer lab and library for extra exposure to literacy. ESL students are the only children with access to these programs so we never have to pass over a student due to overcrowding. With all the budget cuts that schools face every year, ELLs are usually accommodated with the help of title III money. No matter how dire the budget we have been able to provide supplemental services for ELLs for over five years.

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.

For each service there is a group with similar linguistic needs. The ESL program also benefits greatly from utilizing technology in the classroom. Newcomers can use the Starfall Program website in order to learn basic sounds and enjoy easy reading short stories. Starfall has a great progression to from beginning to more advanced reading work as the student progresses. We also use other thought provoking websites in the classes such as "Thinkfinity.org" and "Storycove.net" This year we also have begun to implement I pads in the classrooms. The hands-on approach that the Ipad provides allows for students to have a richer experience during lessons. Touch screens allow students with disabilities to interact in lessons like never before. Smartboard integration also provides students with a technological edge in the classroom. The Cornerstone reading program is a valuable asset for helping students truly learn reading skills to prepare themselves for the ELA examination. The program promotes higher thinking skills that entice the student to dig deeper when searching for answers. The program also contains a multimedia aspect. There is a CD component so students can listen to, as well as read the lessons. Some levels even contain a DVD component that introduces each unit with a short video clip that informs the students of what they will be learning in the upcoming weeks. Through a special education grant we were given nine I pads. ESL students with special needs are able to use the devices to practice literacy and math skills. We also use Santillana Intensive English with our newcomers. The program is rich with pictures and vocabulary that shows topics that are relevant to the children. The Santillana program also offers a great resource for student interaction. The program comes with a poster set that shows children in familiar settings in America. They can share their experiences with each other and converse on a wide variety of topics. The materials are also a great way to prep students for NYSESLAT.

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

Since the termination of our DL program we do not provide native language support. Students are still provided with native language dictionaries/glossaries and we try to use a buddy system. If a new child is admitted from another country, we try to pair them with another child on the grade that speaks the same language. This method has worked very well over the years. It allows the new child an extra means of support while adjusting to their new environment.

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

Our staff is very good at collaborating with each other. Service providers share information with ESL teachers so that the children are getting the help they need. We have begun a new math and ELA curriculum this year. We started using GoMath as our new math program and ReadyGen for our ELA curriculum. ESL teachers are familiarized with the new program and are able to supplement any lessons that the student may miss when they are pulled out. ReadyGen is aligned with common core curriculum and spans grade level curriculum. Students are able to practice literacy skills while reading about content area subjects. Foundations is for our younger students only. It is the only program not offered school-wide.

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).

ELLs, no matter how long they have been in the country are welcome to join our previously stated intervention programs. New students and recurring students are welcome and are placed appropriately by grade and ability level. The programs are open to the ESL students no matter their proficiency level.

19. What language electives are offered to ELLs?

ELLs are able to participate in our current arts programs (art, music, literacy thru arts) and are able to express themselves in new ways. ENL students flourish in our arts programs. They learn new songs, and are able to share their own cultures with the class through songs/dances of their own.

20. For schools with dual language programs:

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

N/A

## 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.)  
Teachers fill out a survey detailing the areas that they would like to improve practice. Teachers are able to choose which PD to attend to make it relevant to their classroom. If we cannot provide PD in a certain area, we will look to outside sources for training. ENL work comprises 20% of all PD time. ENL teachers present topics for classroom teachers. They want to know how they can support ENL students in their classrooms and appreciate the support. Teachers in our school are provided a PD menu, so that they may register for sessions that are relevant to them. There will always be an ENL related session offered. For Fall professional development, teachers will be able to attend these workshops every Monday, from 11/16 to 12/21. Spring 2016 dates/sessions will be created to follow-up from the last sessions, and to keep PD relevant.
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?  
Common core and advance provide classroom teachers many ways to reach their students. Classroom teachers are now differentiating work like ESL teachers have been doing for years. The classroom routines are now more aligned for ELLs and they are able to learn in differentiated groups that are just right for them. ENL work comprises 20% of all PD time. Topics such as "making your classroom ENL accessible," and "differentiating for ELL's" are common topics requested by teachers. ENL teachers are able to attend any workshop that would improve their practice. OELL provides very good workshops that will educate ENL teachers on the ever changing practices to keep a robust toolkit at their disposal.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We partner with our middle school at different times during the year to get students ready for the big change. We provide field trips to tour the middle school, as well as have guest speakers address our parents during back to school night. Preparing students to transition to middle school is very important. The support we receive from I.S. 109 is very helpful for students and their parents. Translators will be provided when necessary.
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 are given more than their designated 7.5 hours of training as per Jose P. We also meet with our assistant principal multiple times each month to discuss the current state of affairs. Teachers are also provided with strategies to use with ELLs in their classrooms. Native language materials are also made available for the students. This PD is available for all staff including therapists, and special education providers. ENL teachers attend workshops throughout the year to receive their 50 hours of PD. Minutes, agendas, and attendance lists are kept for records. Topics such as "making your classroom ENL accessible," and "differentiating for ELL's" are common topics requested by teachers. ENL teachers are able to attend any workshop that would improve their practice. OELL provides very good workshops that will educate ENL teachers on the ever changing practices to keep a robust toolkit at their disposal.

### 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?

Parents are one of our greatest allies when it comes to educating the students. Parents are constantly involved in helping the students learn their second language. Parents know that they are always welcomed to meet with us, and express any concerns they may have. Besides parent meetings, we welcome parents to come to school to join in on cultural celebrations. If the parent does not speak or understand English, a translator can be supplied from either our building staff or NYC DOE translation unit. In order to follow new procedures, parents will have an extra individual meeting with their child's ENL teacher. Here they can discuss assessment results, development needs. Teachers will document these meetings for future reference. We are also looking to use parent volunteers as translators for the school. Parent engagement events, such as "Spoken Word Stories" provide perspective of the ENL students and their families as they tell stories from their country.

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.

Student portfolios, are the best ways for parents to see how their child has progressed. Students have a math and an ELA portfolio to show their progress, and or limitations. Parent outreach is supplied for students that are in danger of being held back from promotion, or just not making much progress in general. Students such as these are also referred to our RTI/PPT teams for further intervention. Native language support is always available. so that parents can truly understand the needs of their children, and the steps they can take to support them.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We also have parent assistance through Learning Leaders. Learning Leaders are parent volunteers that enter the classroom and provide support for struggling students. Teachers can use learning leaders in many ways that they would use a paraprofessional. Learning leaders help in the classroom and have a broader idea of what their child is doing in their own classroom. This way they can help their children at home and share information with other parents during the day. Learning leaders open an entirely new network for us to reach parents that may not have been reachable before. Bilingual learning leaders are also helpful because they can provide translation to students and parents alike. Our parent coordinator is also able to provide outreach for parents. His knowledge base provides translation services and support from city-wide programs that could benefit our students. We are also looking to use parent volunteers as translators for the school. Parent engagement events, such as "Spoken Word Stories" provide perspective of the ENL students and their families as they tell stories from their country.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our CBO involvement allow for students to get even more support with their work. Our after school YMCA program provides homework help for students with working parents. It also provides more interactions in English. We pride ourselves on our interactions with parents. When we meet parents at orientations, or at teacher conferences we speak to parents and make sure their needs are met. If a parent has a question we call them before the school day is over. We can also communicate through letters home. Our parent coordinator also acts as a liaison for teachers and parents. He greets parents when they register their children to our school. He also is present for HLIS completion. The parent coordinator has copies of any forms that parents may need. Our parent coordinator also organizes an English for parents class that takes place during the evenings. Parents also have a strong involvement in our school activities. Parents are also involved in shows that students perform. Parents make costumes, and teach students different dances from all over the world.

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

Parents are constantly involved in helping the students learn their second language. Parents know that they are always welcomed to meet with us, and express any concerns they may have. Besides parent meetings, we welcome parents to come to school to join in on cultural celebrations. If the parent does not speak or understand English, a translator can be supplied from either our building staff or NYC DOE translation unit. Updates from our parent coordinator keep us informed of any parent need. We listen to parents here. If they have a concern we do what we can to remedy it. Through conversation, we can get to the heart of the issue and resolve it.

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

We pride ourselves on our interactions with parents. When we meet parents at orientations, or at teacher conferences we speak to parents and make sure their needs are met. If a parent has a question we call them before the school day is over. We can also communicate through letters home. Our parent coordinator also acts as a liaison for teachers and parents. He greets parents when they register their children to our school. He can also be present for HLIS completion. The parent coordinator has copies of any forms that parents may need. This year our school will be holding events for parents and students. They range from entertaining such as parent movie night, to educational, such as Math Family Game Night. Our parent outreach is always evolving so that we

can provide better for the families in our community. Parent engagement events, such as "Spoken Word Stories" provide perspective of the ENL students and their families as they tell stories from their country.

#### **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.

**Paste response here:**

School Name: **The Bellaire School**

School DBN: **29Q135**

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)
Diana Lagnese	Principal		9/29/15
Richard Braun	Assistant Principal		9/29/15
Raul Lopez	Parent Coordinator		9/29/15
Jeannette Villatoro	ENL/Bilingual Teacher		9/29/15
Shani Reed	Parent		9/29/15
Jennifer Turbert/ENL	Teacher/Subject Area		9/29/15
Gregoria Giannou/ENL	Teacher/Subject Area		9/29/15
	Coach		
	Coach		
Paloma Herrera	School Counselor		9/29/15
Lennon Murray	Superintendent		9/29/15
	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: **29Q135** School Name: **The Bellaire School**  
Superintendent: **Lennon Murray**

### 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.

At enrollment, ENL teachers will ask parents about preferred language options. If a language barrier prevents the teacher from discovering the preferred language, a translator will be contacted so that the parents have can voice their choice immediately. This applies to written and verbal communication. Teachers use the HLIS, and interview as a reference. RLAT, RNMR, RPOB, and RYOS reports also provide insight into the language choice. Emergency contact cards are also very helpful. Parent orientation meetings are given at the beginning of the school year as well as whenever a new ELL admit enters the school. The parent coordinator also has resources for parents at his disposal.

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.

Spanish-23, Bengali-13,Urdu-9,Haitian Creole-7, Arabic-2,Punjabi-1.

## 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.)

Letters to notify time and date of parent orientation meeting for new ENL students. Letters to notify parents about state tests (ELA and Math etc) After school and morning enrichment programs as well as family activities (Family Game Night) Voice Relays can be translated into other languages than English.

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.

Meet the teacher night, parent teacher conferences, parent engagement on Tuesday afternoons are some of the ways we conduct parent outreach. Meet the Teacher Night takes place in the fall and in the spring. The fall session informs parents of what their child's year will entail. Common core, and curriculum are discussed rather than individual student performance. There is also a Meet the Teacher Night in the spring. Here, parents can get information on sending their children to middle school. If any translation services are needed, we will reach out to the district translation services to assist parents.

## 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.

We have in house staff that is able to translate. If necessary we can call a translation service or set up an appointment with an employee from a sister school that speaks the desired language. We aim to accommodate parents as best we can to provide for their children. We try to get information translated immediately so that no parent is left out. Any translation that we cannot provide will be sent to the district recommended translation service.

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.

In house by school staff in: Spanish, Urdu, French, Haitian Creole. District translation unit can be contacted if we cannot provided language services in-house. We have already used their services over

the phone and found the experience to be quite user friendly. Teachers have already been asked to provide any information regarding translation services that they anticipate needing.

## 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.)

Teacher professional development on Monday afternoons, half day workshop PD. The creation of a teacher's guide to share access of translation services. Copies of translation card from LAC packet has been copied and distributed to all offices that may need the service. If a classroom teacher needs a translator, the unit can be contacted if we cannot provide in-house translation.

## 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

We plan to fully comply with translation services. We have already canvassed the teachers for needed translators during conferences. The entire staff has been informed of the translation services. Everyone has a copy of the number and the language ID posters have been hung in all appropriate places. Any forms that need to go out to parents will be translated accordingly.

## 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)

ENL teachers have conversations with parents to discover their desired language in terms of any communication. Parent surveys from ENL orientation as well as the end of year parent survey guide us to ensure all parents are heard, no matter what language they speak. Parent feedback is crucial in terms of raising our district customer service. We'd like to supply parents with any translation services so that they can be a full stakeholder in their child's education. At P.S. 135Q, nobody is left out of the loop, We are the school that cares.