

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q136

School Name:

P.S. 136 ROY WILKINS

Principal:

TANYA S.T. WALKER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Roy Wilkins – Public School 136 School Number (DBN): 29Q136
Grades Served: Pre Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5
School Address: 201-15 115th Avenue St. Albans, New York 11412
Phone Number: 7184652286 Fax: 7184640040
School Contact Person: Ms. Tanya S. T. Walker Email Address: Twalker@schools.nyc.gov
Principal: Ms. Tanya S. T. Walker
UFT Chapter Leader: Dr. Linda Reese
Parents' Association President: Ms. Yulonda Smith
SLT Chairperson: Ms. Kenya Purvis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Makayla Smith
Student Representative(s):

District Information

District: 29 Superintendent: Mr. Lenon Murray
Superintendent's Office Address: 90-11 191st Street Hollis, NY 11423
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-217-7740 Fax: 718-217-7739

Borough Field Support Center (BFSC)

BFSC: _____ Director: Ms. Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd Queens, NY 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 917-206-6743 Fax: 718-281-3509

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)
Ms. Tanya S. T. Walker	*Principal or Designee	
Ms. Linda Reese	*UFT Chapter Leader or Designee	
Ms. Yulonda Smith	*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	
K. Davidson	Member/Teacher	
L. Powell	Member/ Teacher	
K. Purvis	Member/Teacher	
M. Smith	Member/Parent	
A. Clarke	Member/ Parent	
Y. Crownie	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
I. Mangual	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.

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Named after the prominent civil rights leader, The Roy Wilkins School was built in 1927. Our fine school is quietly nestled within the heart of the St. Albans, Queens community--the home of many famous Jazz musicians including Billie Holiday, Count Basie, Ella Fitzgerald, Lena Horne and James Brown.

It is the mission of the Roy Wilkins School—PS 136Q school community to collaborate with staff, students, and parents to develop and maintain a nurturing, student-centered learning environment. By consistently utilizing data and a rigorous curriculum, we work towards providing optimal learning experiences that meet the needs of all students and empowers them to strive for success.

We are a "Community of Believers" who recognizes and celebrates the diversity within our population. The staff focuses on the individual learning and fulfilling each students' academic and social needs. The Roy Wilkins School expects that all students will achieve their full potential.

Some of the academic and social supports for staff, students and families within our school community are:

- Common preps each day for each grade for teachers to engage in grade wide planning
- Professional Learning Team Meetings monthly with School Administration to communicate goals, set standards of expectations, share best practices and review/engage in inquiry team work
- Pupil Personnel Committee Meetings (one week upper grade/next week lower grade) to ensure that all students are receiving proper support, mandated or at risk.
- Attendance Team which meets weekly to monitor frequently absent and late students and to provide support to those families. The team also celebrates the progress of students and families.
- Targeted curriculum enrichment weekly for each grade where students have an opportunity to practice skills in ELA, Mathematics, Social Studies and Science.
- A Guidance Counselor and School Psychologist to meet emotional needs in individual and group settings.
- Parent Coordinator who works with students and parents, as needed, on understanding the connection between educational attainment and personal achievement.
- Clubs provide students with alternate opportunities to express themselves and their talents. Clubs include: Lunch Clubs, Art, Computer, Chess, Dance, Sports, Basketball Team (varsity/junior varsity) , Chorus, Nutrition, Cooking Club, Future Teachers, Lower Grade Student Leadership and Student Council, Drums, and Cheerleading.
- Specialized clubs for students who have adjustment concerns: Twins Club, Eyeglasses Club, Boys Club, Only Child Club and Fitness Club
- Teacher Team Meetings once a week devoted to looking at student work.

On daily basis, our students engage in small group data driven instruction in all core subjects. In addition, we have the following staff members who provide services to our students on a daily/weekly basis

- 1 Art teacher, Dance Teacher and Physical Education Teacher
- 1 STEM Teacher, Math Integration Teacher, ELA Technology Teacher
- 1 ESL Teacher, Occupational Therapist, Physical Therapist and 2 Speech Providers
- 4 Self Contained Classes
- 6 Integrated Team Teaching Classes

Community Partners Include:

- Lehman College
- New York City Ballet
- Lincoln Center Opera

- Mr. Chris' Musical Experiences
- Queens Public Library
- TD Bank
- Queens Park Rangers Association
- NY Courts and District Attorney
- NY Liberty

Special Events Include:

- Family Literacy Pajama Night , Family Math Night, Science / Technology Fair, Dance Festival, Winter and Winter & Spring Concerts
- Back to School Night and Field Day
- Monthly Community Read/ Character Development Books
- Father's Fourth Friday Monthly Workshops
- Monday's Marvelous Moms
- Monthly Special Assembly Programs including Respect, Black History and Martin Luther King Special Assemblies
- Attendance Celebration and other Student/ Staff/ Parent Recognition Celebrations

- Workshops for Parents: Various Topics including all curriculum areas
- Parents with the Principal monthly meetings
- Family Movie Nights
- Honor Awards Assemblies
- Monthly PTA meetings which focus on key issues that impact our school population
- Title 1 meetings which focus on keeping parents aware of use of goals for Title 1 spending

Perhaps our greatest achievement, however, is the warmth that radiates from our children as you travel throughout our hallways. The students exude a confidence that we work daily to build. They know unequivocally that we **believe** in them. They take comfort in the fact that they are loved.

PS 136Q – The Roy Wilkins School

29Q136 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	595	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	83.2%	% Attendance Rate		92.1%
% Free Lunch	83.7%	% Reduced Lunch		8.3%
% Limited English Proficient	2.9%	% Students with Disabilities		17.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		90.6%
% Hispanic or Latino	6.8%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.69	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.4%	Mathematics Performance at levels 3 & 4		24.1%
Science Performance at levels 3 & 4 (4th Grade)	85.9%	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	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.

In terms of rigorous instruction for the 2014-15 school year, our CEP goals included ELA and Mathematics improvement for all students, including those ELL’s , SWD’s and other subgroups. While analyzing our progress in this area, using MOSL data, Fountas and Pinnell reading benchmarks, Envisions Math unit exams and data from teacher created exams, we were able to see that students have demonstrated growth in these areas.

As a School Leadership Team, based on the trends and data examined, we have decided to remain focused on these academic goals by ensuring that we provide rigorous instruction, and by keeping students actively engaged within the classroom. Feedback from our 2015 quality review was very helpful in highlighting positive classroom strategies, as well as the need for additional work on utilizing rubrics and checks for understanding before, during and after instruction, to help students become more independent, maximize instructional time, and boost student achievement.

According to the School Self Evaluation Form, teachers indicated that one of their strengths was effective planning for instruction. Additionally, data from Advance and Measures of Teacher Practice (MOTP) indicate that planning and preparation is a strength. Therefore, we have decided to focus on working to strengthen our unit and lesson planning by reinforcing our assessment strategies, explicitly modeling rubrics for our students, and including additional checks for understanding throughout the lessons. This will help teachers to better reach all students, including those with disabilities, ELL’s , and other subgroups deepen and sharpen critical thinking skills, thereby improving overall achievement

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, teachers in Grades K-5 will collaboratively design rigorous CCLS-aligned, monthly units of study and performance tasks to improve rigorous instruction as measured by the inclusion of at least one (1) rubric , and at least one (1) method to check for understanding per subject area (ELA, Math, Social Studies and Science)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Additional Early Professional Planning Sessions will be conducted during July and August to begin creation of Units of Study including Rubrics and checks for understanding in ELA, Math, Social Studies and Science</p>	<p>Teachers of Grades K-5</p>	<p>July and August 2015</p>	<p>Principal, Assistant Principal, Teacher Leaders, Classroom Teachers</p>
<p>Common Preps and lunch periods will continue to be scheduled for all grades to facilitate planning of rubrics and checks for understanding within lessons</p>	<p>Teachers of Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Principal will create prep schedule</p>
<p>Professional Reading-Checking for Understanding- Provided for Teachers of Grades K-5 for Professional Book Club</p>	<p>Teachers of Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Grade Leaders will lead book talks</p>
<p>Rubrics and Checks for Understanding will accommodate General Education Students, Students with Disabilities English Language Learners and other high needs subgroups by providing additional support before, during and after lessons to ensure concepts are grasped, and allow teachers to adjust instruction accordingly if needed.</p>	<p>Special Education Teachers, General Education Teachers, ELL Teachers</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers will take time explicitly model the use of rubrics and adjust lessons include additional assessment</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session funds will be used for summer planning, and funds will be utilized for professional literature (Checking for Understanding). Creative scheduling will be used to schedule common preps, lunch periods, parent meetings and workshops.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

By December 2015, teachers in Grades K-5 will have collaboratively designed at least 5 consecutive monthly unit plans and performance tasks including at least one (1) rubric and one (1) method to check for understanding in all subject areas (ELA, Math Social Studies and Science)

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

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

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

Part 1 – Needs Assessment

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

The findings from our 2014-15 quality review indicates that we are showing growth with classroom discussions promoting higher order thinking skills, and the planning and implementation of challenging tasks for students. In our 2014-15 school learning environment survey, data indicates that an average of 8% of our teachers felt that some improvement was needed in the supportive environment category, specifically classroom behaviors-following directions, listening carefully, work completion, etc. Empowering teachers and students by using a school wide system to promote self- monitoring and self -correction is will assist in maintaining supportive school environment.

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, 100% of students and staff will implement “Operation Green-Light,” in order to provide a structured behavior modification system and enhance the social emotional growth of students as evidenced by a 10% reduction in submitted incident reports and teacher removal requests for classroom behavior incidents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Training and use of “Operation Green-Light”, a research based behavior modification system that includes self –monitoring strategies for students, and opportunities to correct inappropriate behavior.</p>	<p>All teaching staff and students in Grades K-5</p>	<p>September 2015- June 2016</p>	<p>Administrators, Parent Coordinator, Guidance Counselor, Classroom Teachers</p>
<p>Character development book “Seven Habits of Happy Kids” to highlight productive qualities to help students grow socially and emotionally.</p>	<p>Students and Families</p>	<p>September 2015- June 2016</p>	<p>Administrators, Parent Coordinator, Guidance Counselor, Classroom Teachers</p>
<p>Teachers will prominently post a creative and inviting chart in the classroom so that students can clearly see and self-monitor how they are performing behaviorally throughout the day. Green is how they start, and can move to yellow or finally red depending on their choices throughout out the day. The chart is interactive so students can move back to yellow or green by making positive choices.</p>	<p>Students and Families</p>	<p>September 2015- June 2016</p>	<p>Administrators, Parent Coordinator, Guidance Counselor, Classroom Teachers</p>
<p>School wide incentives and rewards for positive behavior (parties, citizenship assemblies, positive phone calls home, etc. and Parent Education through workshops , newsletters, school website and special assemblies.</p>	<p>Students and Families</p>	<p>September 2015- June 2016</p>	<p>Administrators, Parent Coordinator, Guidance Counselor, Classroom Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers will participate in professional development workshop for “Operation Green Light” on PD Monday in September</p> <p>Common preps are scheduled for teachers to create Behavior Management Charts with their grade Teams</p> <p>Common preps and planning periods are scheduled to plan lessons and activities for Seven Habits of Happy Kids.</p> <p>Scheduling of parent meetings and workshops for parents</p>

Scheduling of assemblies for students to celebrate school wide success

Teachers schedule time in their day for classroom and individual celebrations

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

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

Part 5 – Progress Monitoring

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

By January 31, 2016, our Assistant Principal, will review the number of incident reports and teacher removal requests submitted by teachers to compare with the previous school year at this time. Anecdotal evidence (surveys) on the program's effectiveness will be collected as well.

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

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

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

Part 1 – Needs Assessment

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

Over the past 5 years, collaboration efforts established by school administration have resulted in common prep, common lunch and teacher team meetings. Additionally, intervisitations, one to one conversations and turn key of professional learning experiences have helped to build a collaborative school community. A review of our data from 2015 informs us that more effort should be placed upon collaboration to focus on our lowest one third, SWD and ELL's in general education and special education classes.

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, a minimum of 60% of the bottom one third, SWD, and ELL's will improve their performance as measured by selected school assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Collaborative weekly teacher team conferences aimed at :</p> <ul style="list-style-type: none"> • looking at data of bottom one third, SWD's, ELL and students in Bottom third 	<p>All staff members</p>	<p>September 2015 - June 2016</p>	<p>All classroom Teachers supported by grade leaders and school administration</p>

<ul style="list-style-type: none"> Developing action plans for next steps to strengthen teacher work and increase student achievement. 			
<p>Collaborative biweekly grade meetings that incorporate teacher engagement, teacher learning and teacher support to form a continuous cycle of development.</p> <ul style="list-style-type: none"> Teacher Engagement: Teachers gain immense value from interacting with administration, colleagues and peers. By sharing challenges, successes, Teachers identify new practices to implement and develop solutions to problems. Teachers set goals and effective action planning. Teacher Learning: Teachers research and learn what information exists outside their collegial circle. Academic content, innovative teaching strategies, instructional skills targeted at improving achievement of bottom one third, ELL's and SWD's, effective classroom management, differentiation, questioning techniques, the effective use of assessments, rubrics and implementation of coherent grading practices. Teacher Support: Teachers connect and share their practice with Administration and experienced mentors for feedback and coaching to improve their practice.. Teachers get support in implementing new ideas in their classroom and /or refining the skills they have. Peer coaching involves looking specifically at teacher's practice and providing feedback on how to get better. Additional Collaborative Teams: General Ed., Special Education Teachers and Service Providers meet to reflect on student data. and growth trends. 	All staff members	September 2015- June 2016	All Teachers - in class and out of class, supported by grade leaders and school administration

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.										
Common Prep - Daily										
Common Lunch - Daily										
PD Monday's- Weekly										
Family Engagement Tuesday - Weekly										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Weekly / Monthly review of Teacher Team minutes

Shift in teacher Team focus according to current data - 6 week cycles

Classroom observations and Feedback sessions monthly September 2015- April 2016

Monthly Grade Leader meetings September - June 2016

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.

According to data for 2015 ELA and Math assessments in all grades, there is a need to continue rigorous instruction in a supportive environment. Based on teacher responses on the 2015 school survey, there is a need to continue to develop confidence and trust amongst staff and in school leadership.

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.

In an effort to improve student outcomes and school performance, by June 2016 School Leaders will lead by example by attending and /or leading monthly professional development and by providing professional development opportunities for staff members to attend PD and /or facilitate PD as measured by a Monthly Professional Development Calendar and PD follow up forms. By June 2016, 15% of pedagogues will have distributed leadership roles on established committees.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implementation of school wide Professional Development Calendar Staff, Parents and Administrators	Administration, All staff members and All Parents	September 2015 - June 2016	Administrators, parents and all staff members
Implementation of curriculum team: a teacher on each grade (content specialists - vertically) who collaborate with their grade to ensure instructional coherence (horizontal)	All staff members	September 2015	Administration, content specialists and all teachers
Implementation of leadership cabinet which will be made up of key personnel responsible for collaboration with administration on relevant and timely matters that impact student achievement at all levels	All staff members	September 2015 - June 2016	Administration, grade leaders and all teachers
Implementation of family liaison which will be made up of key personnel responsible for collaboration with families (on designated grade) teachers and school administration on relevant and timely matters that impact student achievement and school culture.	All Families and Teachers	September 2015- June 2016	Principal, Assistant Principal, selected Family Liaisons (one per grade)

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.
Professional development Monday - Weekly Family Engagement Tuesday - Weekly Data Specialist - School wide and on each grade Weekly Cabinet Meeting Monthly Curriculum and PD Meeting
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>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.</p> <p>Distribution of monthly PD calendar</p> <p>Monitor and/or revise Professional Development Cycle at monthly PD Team meeting</p> <p>Review team composition and outcomes during November 2015, February 2016, April 2016 and June 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

In reflecting on our 2014-15 CEP, as well as previous Learning Environment Surveys and feedback from our 2015 Quality Review, increased and improved communication with parents is an area where we can continue to grow in the 2015-16 school year. We strive to increase participation and engagement from parents throughout our school, and especially in our lower grades, Pre-K through 2.

As a School Leadership Team, based on the trends and data examined, (including MOSL, Fountas and Pinell benchmark reading levels, Envisions math unit exams, 2015 Learning Environment Survey and 2015 feedback from the Quality Review), strengthening Family and community ties, especially in the lower grades, will have a positive impact on overall school achievement.

Through increased parent workshops, modeling strategies for academic and social-emotional growth for students, and providing information about community resources for families we will strengthen the foundation of our school and convey high expectations about instruction and College and Career readiness for all students.

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, the school will strengthen parent and community partnerships as measured by a 10% increase in participation in family workshops, outreach activities and parents who agree and strongly agree with the School Culture section of the NYC School Survey

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of ParentCorp Early Childhood Workshops for families of students in Pre-Kindergarten, and adaptations of workshops for Parents in Grades Pre K - Kdgn</p>	<p>Parents of students in Pre-K and Kdgn</p>	<p>July 2015- June 2016</p>	<p>Teacher Leaders, Teachers of Grades Pre-K-Kdgn, Assistant Principal, Parent Coordinator</p>
<p>Creation of At-A-Glance Monthly Parent Workshop and Activity Course Planner. The guide will outline and describe parent workshops and opportunities to participate in school activities in months in advance so that parents will have increased notice of important dates.</p>	<p>Parents of students in Pre-K - 5</p>	<p>September 2015-June 2016</p>	<p>Teachers Leaders Parent Coordinator, , Assistant Principal</p>
<p>Family Community Fun Fair will be held to give parents an opportunity to network with local businesses and community resources</p>	<p>Parents of Students in Grades Pre-K-5</p>	<p>September 2015 - June 2016</p>	<p>Teacher Leaders, Principal, Parent Coordinator, Assistant Principal,</p>
<p>Parent Coordinator Room and Family Resource Center will be expanded to include additional technology, literature and resources to assist families with children in our subgroups (SWD's, ELL's, etc) and those with a variety of interests.</p>	<p>Parents of students in Grades Pre-K-5, Parents of students in our subgroups</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, Teacher Leaders, Assistant Principal., Family Liaison</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Funds will be allocated for ParentCorp program for students, siblings, parents, teachers and staff. All program costs, materials, refreshments, etc is included.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By December 2015, on average, all parents of students in Grades Pre-K-5 will have attended at least one Parent workshop or Family engagement activity

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Assessment Data Teacher observations Performance Tasks Classroom Participation	- MyOn Reading Software Levelled --Literacy Intervention -ELA Test Sophistication -Small group guided reading	Small Group One on One Push In	During the school day Select Saturdays
Mathematics	Teacher observations Performance Tasks Classroom participation Assessment Data	- Mathletics Software -Envisions leveled instructional materials --Small Group Strategy lessons -Math Test Sophistication	Small Group One on One Push in	During the school day Select Saturdays
Science	Performance Tasks Assessment Data Teacher observations Classroom participation	Harcourt Science Differentiated and Hands-on Activities	Small Group One on One Push in	During the school day
Social Studies	Classroom participation Assessment Data Teacher observations Performance Tasks	Core Curriculum Differentiated Activities	Small Group One on One Push In	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor School Psychologist Social Worker Speech, ELL OT Teachers	Students check in-check out, group conversations, role play, socialization activities	Small Group One on One Push In	Morning During the school day Afterschool Select Saturdays
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>When a teacher is hired, their credentials are verified by the HR Director to ensure that the candidate holds NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur. • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. • Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. • Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing. • Maintaining a professional library to promote promising and effective practices. • Teachers will be provided with sample curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per ADVANCE and Danielson and are highly qualified. • New teachers are provided with a mentor • Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate. • Individualized PD plans are created for teachers to ensure continued improvement. • Carefully made teacher assignments are designed to match teacher talent with school needs.

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).

We have developed a comprehensive professional development plan that addresses CCLS, Danielson Framework for Effective Teaching, our instructional focus and school-wide goals. Professional development opportunities are differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will includes, but not be limited to the following:

- Opportunities conducted by the network team, instructional lead teachers and Assistant Principal in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, AP and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learn to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment (formative and summative) to increase best practices and increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- ReadyGen for ELA and Envisions for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the Principal, AP, instructional leads network team members or the outside educational consultant.

Teacher teams will be in session each week for a minimum of 30 minutes, and will continue to be trained in how to use data effectively to create flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

We are a neighborhood school. We will enroll students from zoned neighborhoods. We will form a Pre K-to-K Transition Team including the Principal, AP Early Childhood, School Counselor, IEP Teacher, the Parent Coordinator, The team will meet to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, PreK teacher teams and Kindergarten teacher teams will work collaboratively to evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from PreK to kindergarten. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The Pre K-to-K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program. teacher collaboration

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.

Teachers voluntarily joined the MOSL team. Members attended and network and central professional development sessions to learn about MOSL and the New ADVANCE teacher evaluation system. The MOSL team met several times to review all options. The principal’s decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month professional development is scheduled to provide professional development regarding the use of MOSL assessments and ADVANCE to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams review at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	285,591.00	X	
Title II, Part A	Federal	167,561.00	x	

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2657,341.00	X	

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy @ Roy Wilkins – PS 136Q

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Roy Wilkins – PS 136Q , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Roy Wilkins – PS 136Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Roy Wilkins – PS 136Q

Roy Wilkins – PS 136Q 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 1st 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 as needed or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- demonstrate respect to school principal, assistant principal (s) and staff at all times;
- 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;

- respect school rules, policies and procedures
- 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.

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 29	Borough Queens	School Number 136
School Name The Roy Wilkins School		

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 Ms. Tanya Walker	Assistant Principal Ms. Teresa Wilkinson
Coach Ms. L. Powell (ELA)	Coach Ms. V. Deshomme(Math)
ENL (English as a New Language)/Bilingual Teacher Ms. Zerine Rahman	School Counselor Ms. Dale Gibson-Wallace
Teacher/Subject Area type here	Parent Ms. Gross Hall
Teacher/Subject Area type here	Parent Coordinator Ms. Tiffany Matthews
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	631	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	1
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (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	
TBE										0
DL										0
ENL	22	2	1	2						0
Total	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	3	3	0	0								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	2			1									0
Haitian	1	0	3	2	0	2								0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	2	2	2	1									0
Emerging (Low Intermediate)	1			1										0
Transitioning (High Intermediate)	1													0
Expanding (Advanced)		3	2	2										0
Commanding (Proficient)			2	1		2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total						1								0

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

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

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

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

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

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

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

1. 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.

At PS136Q, we use demographic and performance data to meet the needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, our school uses Fountas and Pinnell in order to assess the early literacy skills of our ELLs. The data shows that most of our Entering students in Kindergarten- second grades are new to the country and do not have any letter - sound recognition skill in English. Most of our students in grade K through second are non-readers who are now exposed to different strategies in order to achieve letter knowledge, phonemic awareness, decoding and fluency skills. At PS 136 teachers also use their own assessment in order to determine individual student's needs by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including our ELL students. The information gained from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English. LEP students who have not met the performance standard in reading, our ELL teacher Ms. Rahman will use strategies to provide opportunities to read, write, listen, and speak in a variety of contexts. She will plan comprehension-building activities before, during, and after the reading, such as Picture walks, Making predictions, Visualizing, Ask and Answer Questions, Retell and Summarize, Context clues, Sounding out words, Chunking and Inferencing. In addition to that she will teach how to connect a text to students' experiences and knowledge which helps students personalize the information and remember information when they link it to their lives. She will also use word-attack strategies which will help students decode, pronounce, and understand unfamiliar words. She will use small group reading workshops followed by activity with discussions, strategies and reviews for comprehension. She would like to instruct these ELL students to develop sophisticated vocabulary knowledge. She would also work one to one to teach these students strategies to comprehend and analyze challenging texts to promote fluency. LEP students who have not met the performance standard in writing, our ESL teacher Ms. Rahman will concentrate this year mainly on writing in different genres. She will use strategies where the students will practice pre-writing steps - brainstorming, outlining, using graphic organizers, writing topic sentences or introductions, etc to create assignments. Students will practice writing essays, creative writing, journal writing, letters to

others, etc. She will also provide enough time to practice writing in the content areas. Summarize, retell, argue, etc. Each of the writing assignment will finish with a revision activity to encourage good writing practice.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on the NYSESLAT and NYSITELL scores, there is an apparent pattern of high scores in Listening and Speaking and our students are receiving satisfactory scores in Writing under the new common core curriculum. Scores vary in Reading. We have 22 newcomers who are receiving 0-3 years of ENL service. For the beginning of this school year 2015-16, we have received a groups of ENL students who are learning English as their new language. We have received five Arabic students whose NYSITELL scores shows they are at Entering level of their English language acquisition . We also have two Spanish and one Haitian student who was at their entering level of English language acquisition. under the NEWCOMER CATEGORY we also have 9 more students. Out of these nine students seven students are already at Expanding level of proficiency. From the other two students, one is in at emerging level and the other students is at entering levels. Both of them are from Haiti. In Spring 2015, four students scored at a commanding stage of language proficiency. Out of these commanding students three speaks Haitian or french Creole and one student speaks spanish. We have two students who are receiving ENL service fro 4-6 years. Both the students are at Commanding level of Language proficiency. Our NYSESLAT score shows that four studens made it through commanding level .Five of our students had advanced to Commanding level of proficiency. The Home Language of three of these commanding students is haitian creole and one of the student Home Language is spanish. All the other students who took the NYSESLAT of Spring 2015 are at Expanding level of proficiency except one new comer who came to our school as a beginner in april of 2015.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We utilize AMAO tool and the status indicators to identify students who have made progress (AMAO #1) and who have obtained proficiency (AMAO#2) as per NYSED target objectives. This tool helps us to examine our students' performance on the modalities(Reading, Writing, Speaking and Listening), as well as the AMAO objectives, to create individualized instructional plans for our ELLs. Our school's goal is to make sure that our students meet the mandated objectives indicated by the AMAO data through NYSESLAT modality analysis. Our school's data shows that Our school meets AMAO 2 .The target for this year is 15.60% with a difference of 15.17% between the target and our current status. In NYSESLAT 30.77% students attained proficiency on the NYSESLAT.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Periodic/interim assessments are interspersed between state exams to measure student progress and guide lesson planning. Tests such as the ELL Periodic Assessment Exam and the NYS Benchmark Assessments (in English and Math) are extremely useful for informing instruction. The results of these assessments are posted in the main office by school leadership and discussed in grade-level planning meetings in order to promote individualized instruction. Students are divided into four categories: Entering, Emerging, Transitioning, and Expanding. Currently we have 5 students at the Commanding level, 7 students at the Expanding level, 1 student at the Transitioning level, 2 students in Emerging level and 9 students at Entering level. Test data reveals that most of our students score higher on the Listening and Speaking portions of the assessment exam. Our students also scored satisfactorily in writing exams. At PS 136 we have 2 SIFE students. One of them is receiving less than a 1 year of service and at Emerging level. The second SIFE student is new student entered at Entering level and speaks only Spanish. There are 8 newcomers in our school who are receiving 0 year of ESL service and tested (NYSITELL) as Entering level at their Language acquisition. Out of this eight students five of them are Arabic speakers from Yemen, one Haitian Creole speaker from Haiti and two Spanish speakers from Guatemala. In Special Education we have 3 students where 1 of them is in self-contained Special Education classrooms. The other two special education student is in a CTT classroom receiving physical Therapy and Speech. In our school we do not have any long term ELL student. We have 2 studens who are receiving 4-6 years of ELL service and at their commanding ELL stage. Based on the NYSESLAT and NYSITELL scores, there is an apparent pattern of high numbers in Listening and Speaking. Our students scored satisfactory in writing compared to scores in NYSESLAT of 2014. Scores vary in Reading. Our focus will be to continue to differentiate and individualized instruction that in order to acheve success. Thus, we are providing opportunities for classroom teachers to receive support in differentiated instruction through staff development.

Additionally, we have worked to equipt classroom libraries with sufficient literature that is diverse and aligned to the core curriculum. Numerous opportunities will be provided for students to build and strengthen skills through writing and reading workshop. Students who scored a 2 or lower on either ELA, Math and Science exams are being provided extra instruction in the subject-area. Small group work with a Math and Literacy coach, targeted instruction in ENL classes including integrated and stand alone sessions by our ENL teacher Ms. Rahman will work collectively to promote student success. Newly admitted ELLs' were exempt from ELA exam for the first year. One of our newly admitted ELL received exemption from State ELA exam because that was her first year. Next year, four of our new comers will be exempt from the NY state ELA.

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](#).] Under universal screening all the ELL students went through HLIS survey which helps us to identify our ELLs' and also guide the teachers to choose proper instruction models. Next, our ELL students have to take part in RtI screening process to assess whether their literacy skills and competencies are meeting grade level benchmarks. At PS 136 second language (e.g., educational background) is considered when setting benchmarks and interpreting progress. At our school, we use data from the monthly assessments and running records to identify Tier II and III students. Tier I students are also identified through RTI. Our ESL teacher work in a group with tier II students. Tier II students receives one to one stand alone service by the ESL teacher.
6. How do you make sure that a student's new language development is considered in instructional decisions? In order to make an informed decision for the appropriate program of instruction, at PS 136Q we consider the information that we have gained in the assessment stage and use a child's second language development in instructional decisions. We also use the opinions of other educators in our school. Our Language art program ReadyGen has a component for ENL learners. Our teachers of ESL students make specific changes in their lesson plans in order to accommodate their ESL students. Our classrooms are equipped with native language- English dictionaries, computer programs appropriate for the students, leveled libraries in every grade. When considering instructional programs for ELLs, we are aware that some subjects areas like Math, Science, and Art are good for ELLs to take with peers because their peers work as English-speaking role models. Our classroom teacher use ELL-friendly scaffolding strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments. Our ESL teacher serves during these content subjects. Some language areas and subjects like reading, writing, and social studies our students receive the instructions from our ESL teacher, in a stand- alone service which offer home language support. While teaching content subjects our ESL teacher adjust her instruction to accommodate the student's level of language proficiency at the same time developing their L2 oral proficiency and their subject matter knowledge. In this case she use Scaffolding instruction like pre-teaching vocabulary, and identifying and clarifying difficult words and concepts within grade-appropriate text.
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). At Ps 136Q we evaluate our success of the ESL programs throughout the number of ELL students who are reaching commanding level proficient on the NYSESLAT at the end of the school year. We also analyze the gains made by ELLs on the NYSESLAT in each modality from year to year until they reach commanding level of proficiency. In addition to that the content area NYS exams in Science, ELA, and Math are continuously monitored from year to year through ARIS. Teaching strategies are regularly changed in order to address the gain in their performances. To make AYP all the students including ELLs, take the state tests. Teachers also use Performance Based Assessment to assess ELLs' language proficiency and academic achievement. These assessments include both processes (Several drafts) and products Writing pieces. Students are provided with a scoring rubric and checklist to evaluate and grade the students. We also have portfolios to assess student work throughout the year.

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. At PS136Q, we use demographic and performance data to meet the needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, our school uses Fountas and Pinnell in order to assess the early literacy skills of our ELLs. The data shows that most of our Entering students in Kindergarten- second grades are new to the country and do not have any letter - sound recognition skill in English. Most of our students in grade K through second are non-readers who are now exposed to different strategies in order to achieve letter knowledge, phonemic awareness, decoding and fluency skills. At PS 136 teachers also use their own assessment in order to determine individual student's needs by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including our ELL students. The information gained

from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English. LEP students who have not met the performance standard in reading, our ELL teacher Ms. Rahman will use strategies to provide opportunities to read, write, listen, and speak in a variety of contexts. She will plan comprehension-building activities before, during, and after the reading, such as Picture walks, Making predictions, Visualizing, Ask and Answer Questions, Retell and Summarize, Context clues, Sounding out words, Chunking and Inferencing. In addition to that she will teach how to connect a text to students' experiences and knowledge which helps students personalize the information and remember information when they link it to their lives. She will also use word-attack strategies which will help students decode, pronounce, and understand unfamiliar words. She will use small group reading workshops followed by activity with discussions, strategies and reviews for comprehension. She would like to instruct these ELL students to develop sophisticated vocabulary knowledge. She would also work one to one to teach these students strategies to comprehend and analyze challenging texts to promote fluency. LEP students who have not met the performance standard in writing, our ESL teacher Ms. Rahman will concentrate this year mainly on writing in different genres. She will use strategies where the students will practice pre-writing steps - brainstorming, outlining, using graphic organizers, writing topic sentences or introductions, etc to create assignments. Students will practice writing essays, creative writing, journal writing, letters to others, etc. She will also provide enough time to practice writing in the content areas. Summarize, retell, argue, etc. Each of the writing assignment will finish with a revision activity to encourage good writing practice.

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).

At PS 136 we use Home Language Survey during registration in order to determine and to identify SIFE students within 30 days of enrollment. Our ENL teacher pays attention to the section of HLIS where the parent indicate their kids prior schooling. According to the prior school information our ENL teacher makes the initial SIFE determination, if the student falls under two or more years below grade level in literacy in their home language or two or more years below grade level in Mathematics due to inconsistent or interrupted schooling prior to arrival in United States. Then, The ENL teacher will enter the information in DOE's data collection system (BNDC) within the 30 days of enrollment.

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).

At our school, NYSITELL eligibility for students entering school with IEPs (from within the United States) are determined based on the evaluation of our LPT team. Our LPT team is comprised of Our Principal, Our ENL teacher, our para professionals, and a classroom teacher and the student's parent or guardian. Our LPT team make the determination of NYSITELL eligibility depending on whether the student have second language acquisition needs or the student's disability is the determinant factor. After that our LPT team determine whether the student should take the NYSITELL or not. If the team determine the student should take the NYSITELL, he/ she should be tested within 10-15 school days. If the team determine that the student should not be tested then the recommendation is sent to the principal for review. If the principal rejects it the recommendation then goes to the superintendent or superintendent's designee for review. The superintendent or superintendent's designee has ten more days for review. Finally, the superintendent or superintendent's designee makes the final decision regarding the process. The whole process takes about 20-30 days to complete.

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.

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language),

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

In order to ensure that all the parent notification letters are distributed within 5 school days after the NYSITELL is scanned our ESL teacher prepare the letters beforehand to send home in the parents' preferred language. Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

The Re-identification Process consists of the following steps:

1. When PS136 receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. Then our school reviews all documents related to the initial or reentry identification process detailed above.
3. Our school reviews the student's work in English and in the home language.
4. PS 136Q may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. Our School consults with parent or guardian.
6. Then PS 136Q conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, Our principal Ms. Tanya Walker determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging Ms. Walker's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal Ms. Tanya Walker, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal Ms. Tanya Walker. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

PARENT ORIENTATION AND PROGRAM SELECTION

At PS 136 we make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. At our school parent orientations are conducted by principals and assistant principals with the assistance of ENL teacher and parent coordinator. Usually within two weeks of administering the NYSITELL Exam, the ENL teacher and Parent Coordinator invite the parents of new enrollees to attend a special orientation session. We usually choose a convenient time and place for parents. We come up with an agenda for the parent orientation and organize all the materials and resources (computer, DVD players, smart boards) for the meeting. Then we send out invitations to the parents and make sure interpreters are available in the session. We also make sure refreshments are available. During the orientation, our school also provides information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. During the session parents sign in and the agenda is distributed, Parent Survey/Program Selection Forms, and the parent brochure, A Guide for Parents of English Language

Learners. The Principal welcomes the parents and explains the purpose of the orientation. Our ENL teacher presents the highlights of CR Part 154 & Title III. We explain that each child has a right to placement in a bilingual program. Schools are required to create bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, CR Part 154 also determines the number of English as a Second Language (ENL) instructional units that ELLs must receive. The parent are told to return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL. Our school document and includes attempts to gather initial parent selection preference. We also maintain documents using existing procedures established by our school.

The school system's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs. Title III funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement. Then parents ask questions about CR Part 154 regulations and Title III. Then we present the Orientation Video for ELL Parents with updated native language versions of the video to meet parents' language needs. Then the parents are provided an opportunity to ask questions about available bilingual/ENL services and program models. Finally the parents are provided with updated Parent Survey/Program Selection Form in the parent's native language. We explain each item on the form and inform them that they could complete the forms at the orientation or at home (to be returned within the designated time). The parents indicate their program of choice on a special Parent Survey form. Currently, Roy Wilkins (P.S. 136) only offers a Freestanding ENL program. Should a parent choose the Bilingual or Dual Language program for their child, the student is automatically transferred to the nearest school that offers the program, and transportation is provided by the NYC Department of Education.

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.

During the New Parent Orientation session, parents are informed of all three program models at the parent orientation, our school provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. Parents are notified that they must return the completed and signed form within 5 school calendar days. They are also told that if the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Our school usually collect all the Parent Survey the same day. If not our school documents the attempts to gather initial parent selection preference. All the documents are gathered inside the students' folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our school monitors the Parent Survey and Program Selection forms that have not been completed and returned very diligently and takes all the attempts necessary to collect the forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Our School ensures that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Parents' choice, coupled with program availability, determines program placement for ELLs. If a student Scores below proficiency on the NYSITELL then we provide the student with Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. If the student scores at or above proficiency on the NYSITELL then he/she receives Non Entitlement Letter. If the student scores below proficiency on the NYSESLAT then he receives Continued Entitlement Letter. If the student scores at or above proficiency on the NYSESLAT then he/she gets Non Entitlement/Transition Letter. The Parent Survey and Program Selection Forms are stored in a secured location in the office for Parent coordinators and school staff to use the survey portion of this notification to make sure ELL parents are being reached.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). At Ps 136 the Parent Survey & Program Selection Forms are sent out home as soon as a student was tested in NYSITELL and the student becomes eligible for the service. Parent are also invited for a parent orientation session to know about different programs that are offered by New York City. At our school, during this session the Parent Survey and Program Selection Forms are filled out with the help of translators. Once the ESL teacher receives the Parent Survey & Program Selection Forms, entitlement letters are distributed by the ESL teacher. The entitlement letters are obtained from the DOE website with different languages. The entitlement letters are sent home with the eligible students in their native language to inform the parents about their child's entitlement for ESL.

Copies of all ELL related paperwork are kept on file in the main office, in student's cumulative folder, and in the ESL classroom. (These forms include HLIS, entitlement letters, placement letters, continued entitlement letters, non-entitlement letters as a result of passing the NYSESLAT and/or the LAB-R, and Parent Survey & Program Selection Form.) For the parents who does not return the Parent Survey and Program Selection Form, our ELL teacher contacts them by phone, with the assistance of a translator, and the purpose and importance of returning these forms are explained. Our ENL teacher also makes sure that the parent are informed about the default program selection, the child may be placed in a different program if the forms are not returned. If a parent's choice is not currently available in school, the parents will be informed and the school will provide them with two options. One is to keep their child enrolled at the current school in an available program. Our school always keeps records for the parents who are interested in a bilingual program. Parents are also informed at our school that if the school has 15 ELL students who speak the same home language in two consecutive grades, a bilingual program will be formed. At this time, most parents who attended the Parent Orientation have opted for the freestanding ESL program available in our school. Only one Arabic parent opted for Billilingual pprogram and rejects transfer from our school. This whole process takes about 20 days. Our school makes sure this data is entered in ELPC screen within 20 days.

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.

At PS 136 we administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the next year. We make sure that we administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students so that our ELLs will receive a valid score. In order to ensure that all ELLs are tested our Principal along with her Test Coordinator follow these steps:

First Step:

In order to identify the NYSESLAT eligible students our ENL teacher generate RLER report for a list of students at our school. If there is any student who has a history of long time absences , the parent of the student is notified to ensure student participation during the exam times. Our ENL teacher also make sure all the NYSESLAT material count is correct and if there is not sufficient number of materials , then contact our BAID.

Second Step:

During the administering procedure our school makes sure that all the staff that are administering NYSESLAT are trained to administer standard exams. Our school schedule is adjusted to ensure that all the ELL students' Speaking, Reading, Listening and writing subtests are administered during administration window. We also track the completion of all the subtests from the students who were not present.

Third Step:

In order to make sure that all our students eligible to take NYSESLAT have been tested and follow up with the students and their families who have not taken NYSESLAT to emphasize the importance of the NYSESLAT. At PS 136 all students were tested in all subtests for the last sveral years.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our School ensures that continued entitlement letters are distributed on a timely manner. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Parents' choice, coupled with program availability, determines program placement for ELLs. If the student scores below proficiency on the NYSESLAT then he receives Continued Entitlement Letter. If the student scores at or above proficiency on the NYSESLAT then he/she gets Non Entitlement/Transition Letter. The Parent Survey and Program Selection Forms are stored in a secured location in the office for Parent coordinators and school staff to use the survey portion of this notification to make sure ELL parents are being reached.

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).

An annual review of Parent Survey forms reflects that, over the past several years, parents have consistently chosen a Freestanding ESL program over Dual language or Bilingual program .For the school year 2015-2016, most of parents have chosen ESL program as their first choice. Only one Arabic parent chose a dual language program . The school will continually maintain a list of parents who request a bilingual program and if there are 15 or more students in two continuous grades who speak the same language, then the school will form a bilingual program.. If future enrollment results in a greater concentration of ELL students on one grade-level, the principal will meet the need by adding a bilingual teacher to the staff. Currently we have only one parents who chose Dual Language program as their first choice.

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.

Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. Our school is aware of the fact that As per CR Part 154, there are 2 types of ENL:

- Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.
- Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

In our school we have Stand -alone ENL instruction delivered by a certified ENL teacher Ms. Rahman.

At P.S 136Q, ENL is delivered in Push-in model. Our ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson.

ESL atudents are grouped together according to their levels of proficiency in order to provide them with appropriate instructions. Some of our ELL students are receiving both push -in and pull -out services in order to meet CR part 154. According to push-in model our ENL teacher plans carefully with general education teachers to ensure curricular alignment .The ELL teacher focuses on the efforts students put forth to learn the academic language of each discipline. In pull out model ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. In our school we would provide ELL pull-out only during social studies and science so that the ELL teachers could work on concept development and vocabulary in those areas. Our pull-out programs that focus on teaching English through academic content and developing higher-level thinking skills make a difference because it is implemented by a high-quality teacher. Her goal had been to develop language proficiency, usually, by using the content subject matter that students might study in the future or had missed at some point. The pull-out aspect of the model enables students to have individualized instruction in a small group environment. During the sessions, each student is able to engage in listening, speaking, reading and writing as facilitated by the ENL teacher.

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)?

According to new regulations Beginning September 2015, there are 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT; the fifth level, proficient/commanding, continues to indicate the student is not an ELL. The levels are Entering, Emerging, Transitioning, Expanding and commanding. The Entering and Emerging ELLs will receive two units of study per week or 360 mins per week. Transitioning and Expanding ELLs will receive one unit of study per week or 180 minutes. Commanding or former ELLs will receive two years of ELL service. They will receive 90 minutes per week. At PS 136 we make sure that instrtuional minutes are delivered for each program model. Our ENL teacher collaborate and co-plan with the classroom teacher with ESL students to provide Integrated ENL. At our school ESL students with Entering level of proficiency receive 180 min. of Integrated ENL in ENL/ELA, our lmerging students receives 180 mins of Integrated ENL, Our transitioning students receive 90 mins. , our Expanding students receive 180 mins of instructions. Our ENL teacher also provide 180 mins of Stand Alone instruction to Entering studentsand 90 mins. of Stand Alone instruction for Emerging students.

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.

Program Model:

The goals of the ENL program are as follows:

Engage all students in at least one literacy task and one math task aligned to strategically selected CCSS.

Part V: ELL Programming -In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

- Provide academic content-area instruction in English using ENL methodology and instructional strategies and using native language support to make content comprehensible.
- Incorporate ENL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards. In freestanding ENL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ENL strategies. Native language support is provided by using bilingual picture dictionaries and multicultural bilingual picture books. In keeping with the practices of the previous administration and LAP Team, we are implementing the Three (3) Blocks Framework for Language Development. We believe that this structure is highly successful in helping students acquire English proficiency and is also flexible enough that it can be differentiated to meet individual student needs.

Block 1 – Language and Word Study: Its focus is on the development of the students’ word study skills. Teachers use quality literature, poetry, and texts to develop language. We rely on children hearing models of spoken language to help develop their academic language.

Word study involves phonics, spelling, and vocabulary development.

Block 2 – Reading Workshop: Incorporates guided reading, independent reading, read aloud, and literature study. (Use of mini lessons)

Block 3 -Writing Workshop: It involves writing and reading on a daily basis. Students are encouraged to make the reading/writing connection.

a. Guided Writing – teacher develops small groups to discuss various aspects of writing.

b. Independent writing – students work individually on their own writing. Daily mini lessons are offered based on the needs of the students

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

PS136Q ensures all English as a New Language Learners are appropriately evaluated in their native languages by providing them translated NYS exams and word to word translated glossaries. If translated exams are not available in an ELL's native language, the Translation Unit is called to provide oral translation during State Exams. ESL classroom has bilingual books in students' native languages. At PS136Q library also carry bilingual books and dictionaries to support our new comers.

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

At the beginning of the school year, the ENL teacher of PS136Q teacher will examine the NYSESLAT scores and NYSITELL scores carefully to have an idea of the area that the students need to focus on. Also, all English Language Learners are given a baseline assessment for all modalities similar to the NYSESLAT. Moreover, periodic assessment at the beginning of the school year can also provide useful data to keep track of students' growth. The ELL Periodic Assessments are a supplemental component of the Periodic Assessment portfolio. These assessments are designed to provide teachers with detailed information about their students’ strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

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

The ESL department works diligently to meet both the individual and collective needs of ELL students. Subgroups (such as SIFE and newcomers) that are in the first and second stages of language acquisition are instructed through Total Physical Response (TPR). The teacher uses body language to support verbal cues, thereby familiarizing students with basic commands. Visual aids, such as pictures, charts, graphs and manipulatives are also very helpful to this group. Students in the third stage of language development (SIFE and Newcomers) participate in cooperative learning. Group discussions, role-playing and paired activities are often a part of instruction for this cluster. Small group instruction focuses on sharpening specific modalities and new concepts are delivered through scaffolding. The teacher may also bridge a student’s prior knowledge with a new concept

so that the student more easily understands. Modeling is used at every stage of language expansion. At stages four and five, advanced students (ELLs in year 4-6) participate in activities that require greater critical analysis. Students keep active writing journals and are encouraged to write, rewrite and edit their work. Advanced students participate in group reading and sustained silent reading. They respond critically to the literature and are prompted to create their own literary works for publication. Special needs students are presented with the same curriculum and participate in similar activities; however, assignments are modified so that students can successfully meet the requirements. Instructions are broken down into simpler steps. The teacher models the action, thinks aloud, and relies on forms of scaffolding to help teach new concepts.

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.

According to phase 2 of the re-identification process , between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), our principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal of PS 136Q will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If our principal's decision is to reverse the ELL status, she must consult with the superintendent or her designee. Then, final decision notification will be sent in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

The majority of our ELL with SWD students are in 12:1:1 Special Education classes or CTT class. The ESL program model for these classes is push-in and pull-out. IN a 12:1:1 Special Education class has one fully certified special education teacher and two to three teaching assistants. The students support services vary from OT, PT, speech, individual counseling, SETSS for ELLs with IEP and ESL. During push-in model, ESL teacher use various scaffolding strategies to enhance students' reading, writing, and language skills. The scaffolding strategies include but are not limited to visual support such as graphic organizers, manipulatives, and TechnologySmart Boards).

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 ESL teacher and administration work collaboratively to determine the academic needs of our ELL- SWD to achieve their IEP goals and to serve them in the least restrictive environment. All teachers who serve SWDs in PS136Q are encouraged to either have a copy of student's IEP, or to check the student's IEP regularly and change their lesson plan accordingly. The classroom teachers instruct their students with differentiated/scaffolded instruction with support from the ESL teacher. Testing modifications are made for all ELL students in every subgroup. Special Education ELLs are tested separately and provided time and half or double time according to their IEPs for test-taking as well as a second reading of instructions. Students with disabilities (such as hearing or vision impairment) receive all necessary accommodations through the DOE testing headquarters.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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 Dually 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.

Chart

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

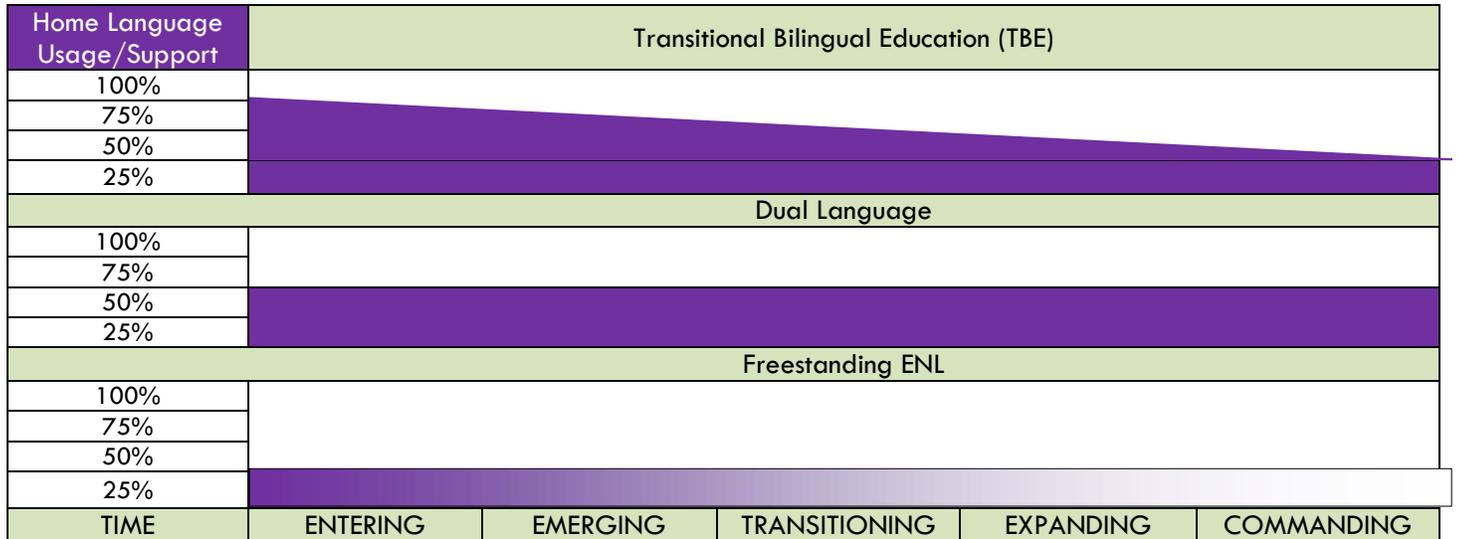


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
At PS 136 we use different intervention programs for ELL in ELA, math and other content areas for our ELLs in different subgroups. When our ELL teacher pushes-in to classroom during classroom lessons, she adds strategies and assistance to students. ELL's are provided vocabulary instruction prior to the units introduced in the content-area classroom. They are also given background info when needed and frequent use of manipulatives and visuals to enhance comprehension. Students use of bilingual dictionaries when applicable. Literacy is instructed in small groups at the students' instructional level. Vocabulary development and concept work is done in social studies and science in pull-out format. The math coach works with clusters of ELL students who have not passed the NYS Math Assessment at each grade level. For Math, for our ELLs we go over vocabulary words in context, use lots of visuals for mathematical operations. We also use strategies like repetition and review for multiplication facts in small group instruction. In our school we use Prentice Hall Regents ESL program which is based on recent research in second language acquisition, in reading and literacy. It has adapted and incorporated widely accepted theories and proven methods, especially those of Krashen and Terrell's natural approach, as well as the whole language and language experience approach. This approach also integrates Listening, Speaking, Reading and Writing across the curriculum and a wealth of activities and program components reinforces and extends new language skills and content knowledge.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL teacher evaluates the NYSESLAT results and design instruction to meet the needs of each student dependent upon their level of proficiency. Areas of weakness (Speaking and Listening) or (Reading and Writing) are targeted and developed. Then the ENL teacher analyzes students weak areas on the NYSESLAT for review, re-teach and different activities. For NYSESLAT preparation our ELL students take the sample tests and they are introduced to listening, reading, writing, and speaking subtests throughout the year. Our ESL teacher also focuses on the essay format and practice writing sample NYSESLAT essays with students. Finally the students score each other's essays based on a rubric. Students who reach proficiency in English will be closely monitored and continue to receive support.
SIFE students are eligible for SETSS services that can address specific individual instructional issues. Teachers will use a variety of teaching tools to help support acquisition of academic fluency, such as: collaborative activities, small groups and peer learning activities, study skills, graphic organizers, cooperative learning and one-on-one conferences with the teacher. All ELL students are afforded equal access to all school programs.
12. What new programs or improvements will be considered for the upcoming school year?
This year our school is going to continue with the ReadyGen Reading and Writing programs which has an ELL component to support our ENL students. We continue to use Ready gen from through K-5 this year too. We are also going to use a new and improved Math program called Envision Math Program. This math program also has an ELL component and a home school connection. Both programs supports and aligned with the CCLS.
13. What programs/services for ELLs will be discontinued and why?
We are not going to discontinue any program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The ELL population is encouraged to participate in various sports, clubs and other social activities. They are informed of specific events such as Father's Third Thursday and basketball Tournament for fathers, Fitness and Wellness Workshops for mothers, and Parent Summit and Local Resource fair to improve attendance in our school. Last year we offered afterschool club like Ballroom Dance, Basketball club, Modern dance, Musical Theatre, Zumba and Piano and Recorder club. Our ENL students participated during these afterschool activities which promote their Language acquisition and social interaction. This year we would like to offer ELL afterschool with Title III. Our ELL students and their parents are also invited to attend Back to School Day and Night to get information about their progress. The invitations are translated into their Home Languages. In our School our ELL students also participate in different club activities like Twins club, Boys club, Tennis team, Art club, Dance Club in order to help students develop their talents and hobbies. In October, in our school we encouraged our ELL students to participate in the Literacy Character Day Parade which helps children grow socially and academically. We also make sure our ELLs' participate in our Community Read, Writing Celebrations, Recycling assembly and Students Council Election Assembly. We also work together for achievement in homework help, hands on learning experience, and activities to promote social interaction.
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.
Technology is also used as a tool for our ELLs. In technology classroom our students receive opportunities to connect words with visual images. In ESL classrooms students also have access to computers, audio CD's, music to enhance learning, manipulatives and electronic dictionaries. Our ELL teacher use certain websites which will help students understand content thru video, images, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bilingual picture dictionaries and books are available to all ELLs. Students are always encouraged to bring materials in their native languages. In our school we mostly have Spanish and Haitian Creole ENL students. Our commanding students are also

provide to buddy up with their native speaker who needs help in transitioning. At our school our entering students are encouraged to respond in their native language and these responses are celebrated as part of the learning process and as a bridge towards language acquisition. Bilingual stuffs are also a great recourse for our ELL students and their families. At PS 136Q we understand that to maintain a quality program and to serve our ENL students appropriately, we consider the different entry level abilities in English that our ELL students have in our instruction. Some English Language Learners who come to school with oral and written skills; we can use this skill to promote learners' academic achievement because Native language literacy abilities can assist ELL students from academic materials and experiences in English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
This year at PS 136 we are using LEVELED LITERACY INTERVENTION. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Our English language learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English language learners. At our schools, the School Support Team meets on a regular basis in to evaluate and assure that all students support services are being met and on target. This team makes suggestions in order to ensure that these goals are met.
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).
Students and their parents are always encouraged to visit the school prior to New School Year. The Supervisors are available through the summer. At this time we are not offering any activities in our school that assist newly enrolled ENLs, before beginning of the school year. At our school we offer a welcoming reception for all ELL students and their families in September. At this meetings we encourage our new ENLs and their families to pair up with another student and their families who shared the same language, to help in their transition into a new culture. They are also going to participate in our afterschool programs for ELLs.
19. What language electives are offered to ELLs?
At this moment PS 136 is not offering any language electives to ELLs'.
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 will also receive ongoing professional development from the PD coordinator so that they can learn how to incorporate ESL strategies and techniques into their classrooms and modify their lessons. The ESL teacher meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, each Faculty conference and grade meeting discuss professional topics such as the use of assessments and students' varied learning styles. These meetings are attended by the Assistant Principal, Guidance Counselor, content area teachers, special education teachers and paraprofessionals. Attendance is taken at these meetings.
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?

Our ENL teacher Ms. Rahman is going to attend workshop from the ELL instructional Leadership Institute and she is going to turn key with all the teachers of ELLs in order to provide them information on the framework for great schools ELL. These sessions will be planned during Mondays professional day sessions. Our ENL teacher receives rigorous, research-based professional development throughout the year to achieve success for ELLs. Schools also utilize various options available for high quality professional development based on SSO. Also, the Office of ELLs partners with nationally renowned experts to provide a variety of professional development institutes throughout the year which we utilize.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Several members of the Language Allocation Policy Team, such as the Guidance Counselor, the ENL Teacher, the AIS/Literacy Coach and the Special Education Administrator work cooperatively to provide support for students transitioning from the elementary to the secondary level of school. Our guidance counselor, Ms. Wallace, has individualized articulation with the students. She also sends mailings to homes, in multiple languages, and informs parents about upcoming open house events and high school fairs. Staff can also get information from the Office of English Language Learners and/or through UFT provided workshops. Our Guidance Counselor conducts staff workshops on elementary students transition and academic class requirements during the school year and during class visitations. The Guidance Counselor addresses the social adjustments that a transitioning student must make for the new environment. Based on test results and classroom performance, the ESL teacher determines if the student needs extended ESL support in Middle School. A review and updating of IEPs for Special Education ELLs' help determine what assistance will be necessary for the next level.
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.

According to the new regulation PS 136 Q will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Our school will make sure our English as a new language teacher will receive a minimum of fifty percent (50%) of the required professional development hours in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. All agendas and attendance will be kept in a secured place in the office. Our ENL teacher have attended a workshop on Integrated ENL and Stand alone ENL in order to properly meet the professional development requirement. This workshop facilitated by ELLI, also focussed on how to co-plan successfully for our ENL.

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?

According to the new regulation P.S. 136Q will set up time during the month of December of every year to individually meet with the parents or guardians of English language learners at , in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings. The purpose of this annual individual meetings are to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. At PS 136Q we will make sure this additional meeting should include child's ENL teacher and child's classroom teacher to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Our school will make sure these meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our schools will determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Our school will record attendances and keep them in a secured location.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our ENL teacher provides informations through translated flyers regarding work shops or services (Free ESL class) that are available for ELL parents. At this time no agency or Community Based Organization is providing workshops or services to ELL Parents. In future we will plan to arrange partner ship with organizations or community based Organizations to provide workshops and services to ELL parent.

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

The needs of the parents are evaluated through communications with the Parent Coordinator, class room teachers and ENL teachers. They determine the parents needs through written surveys and questionnaires. If parents need translation services, school personnel and members of the LPT teams make sure the parents receive the service on time.

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

At our school parent workshops are directly aligned with the needs of the parents. We carefully pay attention to the requests of parents during parent conferences and parent surveys to the needs of the parent and deliver the workshops to the parents. Parents can also write down their comments and give them to our Parent Coordinator. If translation is needed, school personnel and parents are available During these meeting. Parents are encouraged to ask questions about ELL performance and the program model that best meets the needs of their children. When discussing the success of ELL programs, our school shares information about both ELLs and former ELLs. For instance, the annual New York City (NYC) graduation and dropout report (Office of Accountability, 2008) shows that former ELLs who successfully transition to monolingual English classes have lower dropout rates (9.7%) and higher graduation rates (70.9%) than all English proficient students (13.0% and 63.5%, respectively). We also share with parents that there are clear benefits of learning two languages, and that continuing to develop native language skills does not interfere with English language development, but rather facilitates it. We are also organizing the Parent Academy for ELLs featuring family activities for our school community. If the need exists, all notices are translated into the families' home languages.

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.

According to Dr. Lily Wong Fillmore “Students who are classified as ELLs are usually grouped for instruction. The instruction they are given is generally pitched at a lower level than instruction provided for English proficient students. The texts used in such classes are usually less complex, less informative, and less demanding than those ordinarily used. As a result such texts rarely if ever provide any exposure to the kind of language students need to learn and use in carrying out academic work; less is asked and expected of students in such classes, and many of them lose hope in making academic progress, and sadly— their faith in their own ability to learn.” The writer of CCLS David Coleman and Susan Pimentel addressed the same issue when they depicted that at the heart of these criteria are instructions for shifting the focus of literacy instruction to center on careful examination of the text itself. In aligned materials, work in reading and writing (as well as speaking and listening) must center on the text under consideration. The standards focus intently on students reading closely to draw evidence from the text and are emphatic about students reading texts of adequate range and complexity. We need to shift the criteria of reading, writing, speaking and listening where text materials should build a coherent body of knowledge within and across grades . This material also helps to develop academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. In order to be successful we need to use scaffolding techniques which will enable our students to experience the complexity of the text, rather than avoid it. It will also make the text the focus of instruction and avoid features that distract from the text.

Part VI: LAP Assurances

School Name: **The Roy Wilkins School**

School DBN:

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Tanya Walker	Principal		10/26/15
Ms. Teresa Wilkinson	Assistant Principal		10/26/15
Ms. Tiffany Matthews	Parent Coordinator		10/26/15
MS. Zerine Rahman	ENL/Bilingual Teacher		10/26/15
Ms. Gross Hall	Parent		10/26/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q136** School Name: **Roy Wilkins School**
Superintendent: **MURRAY, LENON**

Before you begin, please check the following:

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

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

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

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

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

Upon arrival / registration at PS 136Q, all families are required to complete a Home Language Identification Survey. In this survey, the first eight questions determine whether or not students are eligible for ENL services. This data also provides the school with information regarding the family's need for written and oral communication in their home language. After review of the documents by our Pupil Personnel Secretary and ENL teacher, students are identified and subsequently, all documents sent home are then translated into the home language and sent on the same day as the non translated correspondence.

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.

According to the completed Home Language Identification Surveys, it has been determined that just about 22% of families of English Language Learners require translated correspondence as well as oral translation services.

Part B: Creating a Communications Calendar

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

The documents that our schools typically disseminates are Prent- teacher meeting announcements,Registration, application and selection,Safety and health , parent teacher conferences,Citywide ELL parent meetings and any welcome letters.

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

Parent-teacher-conference,Annual Title I Parent Meeting ,ELL parent orientation, Tuesday parent involvement day, and CCLS parent workshops.

Part C: Providing Language Assistance Services

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

The translation services at PS 136Q are provided by staff members of the school community. The translation team includes an Educational Assistant, School Aide and and ESL teacher. These members each have a native language which is prevelant in our school. Additionally, we have 3 teachers who are bilingual and 3 bilingual Educational Assistants who speaks Spanish, Haitian Creole, French, Bengali, Hindi and Urdu . In the event parents visit the school and translation services are needed, we contact one of the above team members to assist. Documents which are sent home and need to be translated are given to team members listed above for translation and are distributed on the same day as the english versions. Our Schools posts multilingual posters in a highly visible location. These posters provide LEP parents instruction on where and how to obtain translation services.

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.

The interpretation services at PS 136Q are provided by staff members of the school community. The interpretation team includes an Educational Assistants and an ESL teacher. These members each have a native language which is prevalent in our school. Additionally, we have 3 teachers who are bilingual and 3 bilingual educational assistants who speak Spanish, Haitian Creole, French, Bengali, Hindi and Urdu. In the event parents visit the school and translation services are needed, we contact one of the above team members to assist. Documents which are sent home and need to be translated are given to team members listed above for translation and are distributed on the same day as the English versions. The translation team is also aware of the Translation and Interpretation unit provided by over the phone.

Part D: Training Staff on Policies and Procedures

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

The translation team makes sure that all staff members are aware of how to use translation service and over the phone interpretation service. T & I brochures, Over the phone cards and website information are given to all the staffs during staff meetings. These information are also available in the general office.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school will make sure these posters and guides are available for ELL parents. Our schools will make sure there are posters in different languages (Haitian Creole, Spanish and Arabic) are visible near the main entrance. We will secure the Language ID Guide at the security desk and in main office to guide the parents through proper language support. Parents of English Language Learners needing translation services will receive correspondence in their identified home language. The translation team is notified immediately regarding the need for written and / or oral translation services. Members of the translation team are available during all parent meetings, workshops and orientations to support parents of English Language Learners.

Part F: Monitoring and Quality Control

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

In order to gather feedback from our parents on the quality and availability of services we will continue to use Parent Survey and program selection forms. During our annual one to one meeting with the parents we will discuss about the service (ENL) at our school. We will also discuss information regarding other services like transitional bilingual program and bilingual program that is available in the city.