

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

**DBN: (i.e. 01M001):**                   **29Q138**

**School Name:**                       **P.S./ M.S.138 SUNRISE**

**Principal:**                           **JAMES MC ENANEY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/MS 138Q Sunrise School Number (DBN): 29Q138  
Grades Served: PK-8  
School Address: 251-11 Weller Avenue Rosedale, NY 11422  
Phone Number: 718-528-9053 Fax: 718-723-5670  
School Contact Person: Kim Brodgon-Johnson Email Address: [Kbrogdon@schools.nyc.gov](mailto:Kbrogdon@schools.nyc.gov)  
Principal: James Mc Enaney  
UFT Chapter Leader: Jamie Cutrone  
Parents' Association President: Yvette Small  
SLT Chairperson: Paula Miller  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Yvette Taitt  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 29 Superintendent: Lenon Murray  
191-02 90th avenue  
Superintendent's Office Address: Hollis, NY 11423  
Superintendent's Email Address: [Lmurray@schools.nyc.gov](mailto:Lmurray@schools.nyc.gov)  
Phone Number: 718 217 7740 Fax: 718 217 7739

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-11 Rockaway Boulevard Ozone Park, NY 11419  
Director's Email Address: [mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)  
Phone Number: 718 642 5739 Fax: 718 348 2988

## 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)
James Mc Enaney	*Principal or Designee	
Jamie Cutrone	*UFT Chapter Leader or Designee	
Yvette Small	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Yvette Taitt	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	
	Member/	
	Member/	
Denise Duggan	Member/ UFT	
Leona Canton	Member/ UFT	
Paula Miller	Member/ CSA	
Lucille Hanibol	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carlene Findlay	Member/ Parent	
John Townes	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Sunrise School is an elementary/middle school with 800 students from pre-kindergarten through grade 8. The school population comprises 80% Black, 10% Hispanic, 3% White, 3% other and 4% Asian students. The student body includes 4% English Language Learners and 14% Special Education students. Boys account for 52% of the students enrolled and girls account for 48 %. The average attendance rate for the school year 2014 - 2015 was 93.9%. Our mission at PS/MS 138 is to meet the social, emotional and academic needs of all students. We strive to provide children with robust, relevant, and current learning opportunities to make them independent thinkers. Additionally, we seek to provide rigorous preparation for real-life experiences, college and career readiness in an environment that is risk-free and safe. Rigor at 138 is defined as teaching and learning that stimulates and encourages students to question their assumptions and think deeply. Students should be mentally sweating during experiences that are challenging, not necessarily difficult. Students must feel a sense of accomplishment and value in their work.

Currently at 138, we have seen much growth in the area of student progress, especially with our lowest performing 1/3 and English Language Learner students . We continue to work in closing the achievement gap for our students with special needs. However, we still struggle with performance, identified in Framework for Great Schools element titled, Rigorous Instruction, with only 13% proficiency, scoring at levels 3 or 4 on the state ELA test and 11% scoring levels 3 and 4 on the state Math test. Our junior high school students have maintained an average of 90% passing rate in their core subjects. Additionally, over the past three years, we have improved greatly on Framework for School element - Supportive Environment. We are currently in our second full year of PBIS and its results are exemplified on our School Survey.

Our instructional focus will be framework element - Collaborative Teachers. Teachers will be developing students' ability to use academic and content vocabulary as evidenced in stronger writing and discussion through robust and engaging work. Our Professional Learning Communities are focused on planning more rigorous lessons around this work as well as creating instruction and classroom environment that supports this work. Collaboration among teachers, both vertically and horizontally, continues to strengthen as teachers support each other in moving the students towards proficiency.

## 29Q138 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	824	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	13	# SETSS	N/A	# Integrated Collaborative Teaching
				13
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	8	# Dance	2	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	67.9%	% Attendance Rate	93.0%	
% Free Lunch	70.2%	% Reduced Lunch	8.3%	
% Limited English Proficient	3.8%	% Students with Disabilities	17.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	86.5%	
% Hispanic or Latino	7.3%	% Asian or Native Hawaiian/Pacific Islander	2.5%	
% White	2.5%	% Multi-Racial	0.5%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.5	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	4.86	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.2%	Mathematics Performance at levels 3 & 4	11.7%	
Science Performance at levels 3 & 4 (4th Grade)	35.4%	Science Performance at levels 3 & 4 (8th Grade)	25.3%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	87.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	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	NO	
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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

Based on the NYS Common Core 2015 ELA scores for ALL Grades (3-8) 13% of students met/exceeded proficiency by scoring at Level 3/4, which is why we will be focusing on rigorous instruction to ensure that all units continue to be aligned to the common core standards and that students are provided with multiple entry points to access the information.

Based on our latest Quality Review May 2015, all curricula are aligned to the Common Core Learning Standards (CCLS) and the content standards. Higher order thinking skills are consistently emphasized for all students across all grades. (1.1) However, testing data is not reflecting this so we will continue to adjust our practices to meet the needs of all students including students with disabilities and English language learners.

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to refine the use of strategies that increase vocabulary acquisition for all students and opportunity for rigorous tasks. This needs assessment informed the development of the annual goal listed below.

### 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, student mastery of content vocabulary (instructional focus) will increase 5% as measured by periodic writing and mathematics on demand assessments to monitor progress.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Teachers of grades 3-8 will administer the Common Core-aligned ELA Scantron Periodic Assessment in October 2015, January 2016 &amp; May 2016. Students in PK-2 will be assessed using T.C. Benchmark Assessments. Writing On Demand assessments will also be administered in November 2015, February, and April 2016.</li> <li>• Implement Response to Intervention (RtI) who will receive Tier One and Tier Two interventions in the classroom using Achieve 3000, a research-based, online program with embedded assessments that focuses on developing student’s fluency, vocabulary, comprehension and writing. Other interventions tailored to students’ specific areas of need will also be used.</li> </ul>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Instructional Leads, Classroom Teachers</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> <li>• School leaders, in collaboration with the Professional Learning Committee (PL) will conduct two needs assessments of staff to ensure validity in the planning of professional learning menus. The cycles of professional learning</li> </ul>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Teachers and Paraprofessionals</p>
<p><b>Parent Involvement and Engagement</b></p> <p>The following strategies will be implemented to increase family-community ties and support achievement:</p> <ul style="list-style-type: none"> <li>• A Parent Survey will be administered in the fall and spring to inform parent planning activities and parent workshop topics. This will include introducing Common Core-aligned activities that can be used at home to support the parents.</li> </ul>	<p>Parents, Guidance Counselor, School Psychologist, Parent Coordinator</p>		

<p>Homework help for parents will also be provided on a bi-weekly basis.</p> <ul style="list-style-type: none"> <li>• Fall and Spring Common Core curriculum Activity Nights for families, students and community members.</li> <li>• Family Nights dedicated to literacy, math, science and the arts.</li> <li>• Saturday test sophistication for parents - 6 sessions (Oct., Nov. Jan., Feb. March, April)</li> <li>• Increase school-family communication by publishing a translated monthly parent newsletter with a parent workshop calendar</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Use of teacher teams, peers, and Highly Effective Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis data for the subject/grade.</li> <li>• The ELA teacher teams will systematically analyze key elements of teacher work, including classroom practice, assessment data and student work for all students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goal for 8 groups of ELL students.</li> <li>• The Danielson Framework and Advance for teacher evaluations student progress.</li> <li>• Scheduling for inter-visitations, out of school PD, and at least two common prep periods to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration.</li> </ul>											
<p><b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, there will be a 5% increase in students scoring at Level 3 &amp; 4 as measured by the January CCLS Aligned Fall Benchmark Assessment.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

Based on the OORS data for the 2014-2015 academic year, we had a 25% decrease in Level III and IV infractions. However, we had an increase in minor level I and II infractions/referrals. We will continue to provide teachers with support with classroom management and establishing routines that will to a decrease in minor infractions. Data from our most recent Quality Review and Learning Environment Survey indicated that our school is a safe and supportive environment.

Informed by Capacity Framework Element – A supportive school environment, current data and our most recent QR, there is a need to refine, build and support systems for positive behavior through rewards and expectations. This needs assessment informed the development of the annual goal listed below.

### 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, our second full year implementation of our Positive Behavior Intervention and Supports (PBIS) and Tier II behavior intervention will result in a 15% decrease in minor behavior infractions.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Instructional Actions/Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• All students will receive Scholar Dollars based on their ability to positively impact the school environment.</li> <li>• All students will be able to choose from a menu of rewards based on the amount of Scholar Dollars earned.</li> <li>• Individual classroom wide system of rewards.</li> <li>• Use Classroom Dojo to positively impact classroom environment. Teachers will inter-visit classrooms that have exemplary systems in place for PBIS.</li> </ul>	<p>All teachers and paraprofessionals Leads, Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Instructional Leads, Classroom Teachers</p>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• PBIS team will attend monthly meetings and turnkey to staff.</li> </ul> <p>Professional Learning Communities and PBIS team will meet at least once a month to discuss successes and challenges and initiate improvements to the current</p>	<p>All Teachers and Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional Leads, Classroom Teachers</p>
<p><b>Parent Involvement and Engagement</b></p> <ul style="list-style-type: none"> <li>• Parents will have the ability to download the Dojo app to get immediate feedback on their child's behavioral progress.</li> </ul>	<p>All teachers, paraprofessionals ,guidance, parent coordinator, school assessment team.</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional Leads, Classroom Teachers</p>

<ul style="list-style-type: none"> <li>• PTA meetings will discuss the PBIS initiative and how it is progressing.</li> </ul> <p>On Tuesday afternoons and during parent teacher conferences, parents can meet with teachers to discuss their child’s behavioral and academic successes.</p>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Office of Youth and Safety Development, PBIS resources, Monthly PBIS meetings											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a significant decrease in Level I and Level II infractions as measured by OORs reports.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

Based on the Advance data 2014-2015 academic year, additional professional learning is needed in the areas of Designing Coherent Instruction 1E and Assessment during Instruction 3D. Although our most recent Quality Review indicated that our curriculum is aligned to the common core standards and that teaching strategies promoted higher order thinking, there is a need to make the necessary modifications for special education students and English Language Learners. This school year we will focus on Danielson's Framework for Teaching components 3B Questioning and Discussion Techniques and 3C - Student Engagement to ensure that we meet the needs of all students. Informed by Capacity Framework Element – Improvements in teaching and learning, current data and our most recent QR, there is a need to refine, develop and strengthen professional learning toward positive student performance and progress. This needs assessment informed the development of the annual goal listed below

### Part 2 – Annual Goal

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

By June 2016, teachers will participate in peer inter-visitations and modeling of best practices resulting in a 5% increase at the effective and highly effective levels based on Danielson components 3B Questioning/Discussion & 3C engagement.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Instructional Actions/Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• Teachers will use a common daily agenda template to plan effective lessons.</li> <li>• Teachers will plan for a minimum of 5 higher order thinking questions during a lesson.</li> <li>• All students in grade 1-8 will complete an exit slip at the end of each lesson for assessment.</li> <li>• Teachers will assess comprehension throughout the lesson.</li> <li>• Common planning vertically and horizontally</li> <li>• Use of DDC on Skedula to track pre-, mid and post assessments.</li> </ul> <p>Next Steps from teacher observations.</p>	<p>Teachers and paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principal</p>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• TIP for developing teachers.</li> <li>• Professional Learning Communities for strategies on how to be effective and highly effective in planning and assessment.</li> <li>• Inter-visitation to teachers who are highly effective in the area of 1E and 3D.</li> <li>• Training on DDC</li> </ul>	<p>All Teachers</p>	<p>Sept 2015 - June 2016</p>	<p>Principal, Assistant Principals, Lead Teachers</p>
<p><b>Parent Involvement and Engagement</b></p> <p>Parent workshops on Pupilpath to access their child's grades online.</p>	<p>Parents, Guidance Counselor, School Psychologist, Parent coordinator</p>	<p>Sept 2015- June 2016</p>	<p>Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Pupilpath, Skedula, common planning time for teachers, Engage NY, Danielson's Framework for Teaching											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, Advance teacher observation reports will indicate that teachers are making progress in components 3B - Questioning and Discussion Techniques and 3C-Student Engagement.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

- 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.

Based on the analysis of teacher surveys and advance data from the 2014-2015 academic year, teachers need additional professional learning opportunities, specifically tiered in a differentiated way. Using Advance data, individualized professional development will be afforded to teachers based on their needs. Teacher goal setting will allow them to craft their own learning plans that will be supported by the administrative team and by their peers through inter-visitations and teacher team professional development. Teachers will review data to adjust their teaching practices and continually assess each lesson to ensure that there is an impact on student learning. Danielson Component 3D - Assessment in Instruction will be the focus on teacher teams in addition to 3B and 3C in order to consistently monitor whether students are making progress.

Informed by Capacity Framework Element – Professional growth for teachers and staff, along with current data and our most recent QR, there is a need to refine, build and extend systems for professional learning. This needs assessment informed the development of the annual goal listed below.

### **Part 2 – Annual Goal**

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

By June 2016, school leaders, in collaboration with the Professional Learning (PL) Committee, will create year-long PL calendar with monthly PL menus based on teacher feedback and needs assessments , resulting in a 5% increase of teachers rated effective or highly effective in 3D - Assessment in Instruction.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Instructional Actions/Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• The Professional Learning Committee will meet once a month to plan PL menus. Various staff members will present strategies to meet the needs of special education students and English language learners.</li> <li>• Administrators will review on <i>Advance</i> to access areas of need based on teacher observations.</li> <li>• Teachers will self-assess and identify areas of need for professional learning in 3D-Assessment in Instruction.</li> <li>• Teachers will volunteer or be selected to attend professional learning outside the building.</li> <li>• In collaboration with the superintendent, administrators provide additional support to teachers who are in need of assistance.</li> </ul>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principals</p>
<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Teachers will attend workshops on Monday afternoons focused on providing multiple entry points for all students to ensure they have access to the content.</li> <li>• Teachers will do inter-visitations to address areas in need of development as identified by classroom observations.</li> <li>• Superintendent Team feedback will be specific and shared with both teacher and administrator for implementation</li> </ul>	<p>Teachers</p>	<p>Sept 2015 - June 2015</p>	<p>Assistant Principals</p>
<p><b>Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>During our parent engagement meetings, teachers will provide parents with strategies they can use at home to support their children.</b></li> </ul>	<p>Parents</p>	<p>Sept 2015 - June 2016</p>	<p>Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

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

Engage NY, Office of Teaching and Learning resources for teacher teams, common planning time

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, Advance data and student work folders will show that teachers and students are making significant progress as a result of professional development focusing on Danielson Component 3D Assessment in Instruction.

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

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

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

**Part 1 – Needs Assessment**

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

Based on the overall participation and attendance rate for Parent Engagement/Parent Teacher Association Meetings for the 2014-2015 academic year, families and the community need additional resources and supports to enrich more positive approaches to increasing attendance for all students.

Informed by Capacity Framework Element – A welcoming school environment, current data and our most recent QR, there is a need to enhance monitoring and reward systems for attendance through high expectations. This needs assessment informed the development of the annual goal listed below

**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, parent and community involvement will increase by 15% as evidenced by attendance/participation in school activities and workshops.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Instructional Actions/Strategies/Activities</b></p>	<p>Families</p>	<p>Sept 2015- June 2016</p>	<p>Attendance Teacher</p>

<ul style="list-style-type: none"> <li>Teachers, administrators, and the attendance teacher will meet as an attendance team to review 407s and address chronic lateness and/or absences.</li> <li>The school messenger will give students a wake-up call every morning.</li> <li>Perfect attendance awards will be celebrated on a monthly basis.</li> <li>The pupil accounting secretary will ensure all vaccinations are up to date, so students are not excluded from school.</li> </ul>			
<b>Professional Learning</b> <ul style="list-style-type: none"> <li>Teacher professional learning for best practices in record keeping, attendance procedures, lateness.</li> <li>Skedula training</li> </ul>	Teachers	Sept 2015 - June 2016	Assistant Principals
<b>Parent Involvement and Engagement</b> <ul style="list-style-type: none"> <li>Parents will attend workshops that focus on attendance and it's impact their child's education.</li> <li>Teachers will do inter-visitations to address areas in need of development as identified by classroom observations.</li> <li>Superintendent Team feedback will be specific and shared with both teacher and administrator for implementation</li> <li>Teachers communicating with parents to get a better understanding of their child.</li> </ul>	Parents	Sept 2015- June 2016	Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Office of Family and Community Engagement (FACE) resources, Parent Engagement workshops, Skedula											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a significant increase in student attendance as measured by ATS reports.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students forming at Levels 1 and 2 on the NYS Common Core ELA Exam.	Reading and writing READY Program 3-8  All Star Phonics K-3  Pearson Editing Series  Wilson Grades 1-4  Interactive Writing Grades K & 1  National Geographic Non-Fiction Libraries  NYSESLAT Continental Press Test Prep  Curriculum Associates ELA  Ready CCLS Grades 2-8  Vocabulary Builder K-8  Achieve 3000 for ELLs, Grade 2, 3 & 4 and all SWDs	Small Group Instruction  Tutoring 1:1	During and after school.
<b>Mathematics</b>	Students performing at Levels 1 and 2 on the NYS Common Core Mathematics Exam	I READY Program 3-8	Small Group Instruction  Tutoring 1:1	During and after-school.

<b>Science</b>	Students scoring below proficiency on unit assessments	Science Curriculum Intervention Resources	Small Group Instruction	During and after-school.
<b>Social Studies</b>	Students scoring below proficiency on unit assessments	National Geographic Non-Fiction Libraries	Small Group Instruction	During and after-school.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals	Counseling	One to One Small Groups	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by our HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works 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 attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> <li>• Frequent communication with our Human Resources Director when vacancies occur.</li> <li>• The Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates</li> <li>•</li> <li>• The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</li> <li>•</li> <li>• The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.</li> <li>•</li> <li>• The school maintains a professional library to promote promising and effective practices.</li> <li>•</li> <li>• The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our school developed a comprehensive professional learning plan that addresses Common Core Learning Standards, Danielson, our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.</p> <p>Our high quality professional development will include but not be limited to the following:</p>

- Teachers will participate in professional development opportunities conducted by the borough support team, instructional lead teachers and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Superintendent Team relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum (Core Knowledge K-2) & Exp. Learning 3-8 in ELA and Go Math (K-5) and CMP3 (MS grades) for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional leads network team members or the outside educational consultant.
- Teacher teams will be trained in how to use data effectively to develop 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.).

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a Pre-K to Kindergarten Transition Team including the Principal, AP Early Childhood, School Counselor, the Parent Coordinator, and parents who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet monthly 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, Pre-K teacher teams and Kindergarten teacher teams will 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. To ensure seamless transitions, the expectation is that our PreK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. 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 Kindergarten 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 .

#### **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.

The MOSL team attended Central professional development sessions to learn about MOSL and the 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 3 hours of 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 look 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 Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

As a Title I School wide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, PF Set Aside, NYSTL, STH and other available resources to implement activities and strategies to reach school wide goals for improvement.

Through careful planning and implementation of our instructional programs and with guidance and support from our Superintendent and Borough team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school wide improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by the principal, assistant principals, highly effective teachers and grade leaders in the areas of Danielson 1E, 3B, 3C, & 3D as well as best practices.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all content areas.
- Textbook and instructional materials purchased for all content areas.
- Afterschool programs in ELA, Mathematics & ELL.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	335,230.00	X	Sections 5A-5E
Title II, Part A	Federal	165,507.00	X	Sections 5A-5E
Title III, Part A	Federal	11,200.00	X	AIS Section
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,969,499.00	X	Sections 5A-5E

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 138Q Sunrise**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and

decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 138Q Sunrise** 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-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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **School-Parent Compact (SPC) Template**

**PS/MS 138Q Sunrise** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/MS 138Q</u>	DBN: <u>29Q138</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>34</u>
Grades to be served by this program (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 type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:           The ESL Academy at PS/MS 138Q will run from January to May and will service 34 ESL students and ELL-SWDs in grades K-8. The program will meet on Wednesday and Thursday afternoons from 2:30-4:00pm. A review of NYSESLAT, ELA, running records and writing on demand data shows that our ELLs are struggling in reading comprehension and vocabulary acquisition. Therefore, Wednesdays will focus on reading and writing skills and Thursdays will focus on strengthening vocabulary and reading skills. On both days, the students will practice and apply reading strategies with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. The ESL teacher and content area teachers will rotate groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. Our hopes are that these students will increase by one proficiency level on the NYS exams and that they will also increase one proficiency level on the NYSESLAT. Materials to be used include Achieve 3000, Getting Ready for the NYSESLAT, and tiered reading and writing and activities to meet individualized students' needs.

## Part C: Professional Development

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

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

Begin description here:           The Professional Development program for Title III teachers and other staff emphasizes making content comprehensible for ESL students. It is comprised of strategies for classroom organization, building background knowledge and application, alternate assessments and delivery of instruction. Our goal is to improve student performance by building capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for all ESL students. The professional development is supplemental and will be facilitated by our lead ESL teacher and Assistant Principal, who have been trained in QTEL and in Margarita Calderon's Ex-ELL . These sessions will take place during Collaborative Mondays once a month from November to February.

-  
It will include the following:

\*Scaffolding for ELL instruction

\*Incorporating ESL strategies and techniques into content areas (QTEL)

\*Using ELA, NYSESLAT, running records and writing on demand data to make informed decisions for ELLs

\*Vocabulary strategies for building content area language

\*Foldables for spelling, vocabulary and test prep

We will also receive professional development from our CFN#208.

-

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: \_\_\_\_\_ The parent engagement activities targeted toward parents of ELLs are part of the whole school approach to an "open door" policy for all families. We believe that parents have the right to participate actively in the teaching and learning their children partake in during the school day. Once the parents see the expectations for teaching and learning, they will be better equipt to supplement and advise their children at home. The Parent Coordinator, PTA, Lead ESL teacher, and school administrators will provide the parental engagement activities. Communication with the parents is a priority at PS/MS 138Q. Parents of ELLs are provided with notifications of upcoming events in their home language when available. Parents are provided with a montly calendar and a parent bulletin as well as being informed by telephone via the school messenger program of ongoing school community events.

Some of our school-wide parent involvement includes the following:

PTA meetings held on the last Thursday of every month

Breakfast with Santa

Breakfast with the principal

ARIS parent workshop

Curriculum night

Halloween Carnival

Common Core Parent Workshop series

Parents as Partners week (once a month)

School Leadership Team

-

### Part E: Budget

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	_____	_____

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>29</b>	Borough <b>Queens</b>	School Number <b>138</b>
School Name <b>The Sunrise School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>James Mc Enaney</b>	Assistant Principal <b>Randi Posner-Marino</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Mona Narcisse</b>	School Counselor <b>Marc Guenoun</b>
Teacher/Subject Area <b>Norma Tineo-Gr. 1</b>	Parent <b>Chantelle Frederic</b>
Teacher/Subject Area <b>Cara Sanghvi-MS Math</b>	Parent Coordinator <b>Kim Johnson</b>
Related-Service Provider <b>Lori Harmon</b>	Borough Field Support Center Staff Member <b>Joshua Metz</b>
Superintendent <b>Lenon Murray</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>754</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	35	<b>Newcomers</b> (ELLs receiving service 0-3 years)	29	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	29	0	3	5	0	3	1	0	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

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

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2								0
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	4		0	
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses the TC assessment to assess the early literacy skills of our ELLs. Our new literacy series, Core Knowledge, has an assessment component as well. We also analyze the reading and writing sections of the NYSITELL and the NYSESLAT to gather insights. The data shows that our students have deficits in both reading and writing skills; the latter being the weakest especially with our Arabic speaking students and students with disabilities. Knowledge of the specific strengths and weaknesses help teachers drive instruction and added support where needed. In addition, programs, such as Achieve 3000, have been implemented to help narrow the gaps. Our schoolwide instructional focus is also on vocabulary used to strengthen student writing. Therefore there is an expectation that all students' writing will reflect an increase in the use of academic vocabulary.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on the modality breakdown of the NYSESLAT, our ELLs are more proficient in Listening and Speaking than in Reading and Writing in all grades. Our ELLs in K-Grade 3 are generally lower functioning (entering and emerging) than our Grade 4-8 ELLs (mostly expanding). Our Arabic/Urdu speaking students, who need to learn a new alphabet, have a great deal of difficulty in ELA. The majority of our students who take the NYSITELL are our incoming Kindergarten students, many of whom score at the entering or emerging levels of proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our newcomers perform significantly lower in Listening and Speaking than our ELLs who have been in the US for more than 3 years. Our long term ELLs (4 or more years) are fairly proficient in Listening and Speaking, but need additional supports in Reading and Writing. This may also be because many of our long term ELLs are SWDs. Our administration looks at the AMAOs of the ELLs to plan instructional objectives. An emphasis on vocabulary to enhance reading and writing skills is our instructional focus.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The results of the ELA and Math exams indicate that all ELLs need improvement, regardless of their level of English proficiency.

Although the students were provided content area exams in their native language, most of the ELLs did not take advantage of them. Additionally, most of our upper grade ELLs are not literate in their native language.

b. not applicable

c. not applicable

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*.]

All of our students at PS/MS 138, including our ELLs, are assessed formatively on a daily basis, as well as summatively in all subject areas. Our ELLs are instructed in the Common Core Curriculum. Our literacy programs, Core Knowledge (K-2), and Expeditionary Learning (3-8), our Math Programs, Go Math (K-5), and CMP3 (6-8), have built-in intervention components for struggling ELLs. Additionally, students identified as at-risk receive small group instruction by a push in teacher as a Tier 2 intervention. At-risk speech is also available to all students as a Tier 2 intervention. Reading Recovery is available to first grade students. Any Tier 2 interventions are on a 6-8 week cycle and student progress is reviewed monthly during PPT meetings.

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

Since our ELLs are on various levels of second language development, planning for instruction is based on their individual needs. Our teachers give our ELLs work that is developmentally appropriate. Scaffolds are provided to our ELLs in collaboration with the ENL teacher so that they have equal access to the Common Core Curriculum. The ENL teacher ensures common planning with content teachers meets the students' needs the area of language development and is academically appropriate according to the students' educational history and cultural background.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the target language?

b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

not applicable

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

In order to evaluate the success of our program for ELLs, the ENL teacher collaborates with the content area and classroom teachers of these students regarding progress, curriculum, ENL methodologies, and testing concerns. Data is analyzed and used to drive future instruction. AYPs are evaluated based on the results of the NYSESLAT and other state standardized tests.

## 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.

Upon admittance, parents of ELLs are given a Home Language Identification Survey in their choice of language to complete. An informal interview is conducted in English and in the home language by a qualified pedagogue (certified ENL Teacher) in order to determine the language spoken at home. If necessary, a qualified staff member is called upon to translate and assist in this process. If no such translator is available in the school, the Translation Unit is contacted for assistance. Within ten days of admittance, the ENL teacher, Mona Narcisse, evaluates all HLISs to determine if a language other than English is spoken at home. If it is determined that the new admit speaks another language at home, the ENL teacher, who is fully certified in TESOL, reviews student work and administers the NYSITELL and the Spanish LAB, if necessary. The original HLIS is then stored in the child's cumulative record folder and the ENL teacher keeps a copy in a file in room 203. Students who score below Commanding level on the NYSITELL are placed in the school's ENL Program and their parents are invited to attend a Parent Orientation Workshop within 10 days of enrollment for first time entrants to the NYC school system, during which they are informed about the three different programs for ELLs.

If a student is a reentrant to the DOE after 2 continuous years, a HLIS is administered to determine eligibility.

If a student is a new entrant to the DOE from a school within NY state, the ENL coordinator contacts the previous school to inquire about NYSITELL status within 2 business days. If no status is able to be obtained, the ELL identification process continues as stated above. Additionally, NYS ELA exam scores are reviewed to determine eligibility.

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).

For students who are newly identified ELLs in grades 3-8, who score at the entering or emerging level of the NYSITELL and are believed to be two or more years below grade level in literacy and/or math level in their home language due to inconsistent or interrupted schooling prior to their arrival in the United States go through the SIFE identification process. Students are administered the SIFE oral interview questionnaire. Additionally, for those student's whose home language is Arabic, Bengali, Chinese, Hatian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. This data collection is done within a 30 day time period from initial 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).

If a student has an IEP and a home language other than English, the Language Proficiency Team is formed and reviews evidence of the student's English language development. The team consists of the Assistant Principal of Special Education & ENL, the ENL teacher and the student's parent. Translation services are made available if necessary. If the team recommends that the student take the NYSITELL, the identification process continues as with all students. If the team recommends the student not take the NYSITELL, a recommendation is sent to the principal for review. Upon review, the principal determines whether or not the student should take the NYSITELL. If the principal determines the student should not take the NYSITELL, their determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. Upon review, if the superintendent or designee determines the student should not take the NYSITELL, the parent is notified and the identification process is terminated. If the superintendent or designee determines the student should take the NYSITELL, the identification process continues as with all other students. The superintendent has 10 school days to accept or reject the team's recommendation.

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.

The ENL teacher distributes entitlement and non-entitlement letters within 5 school days of ELL determination in the parent's preferred home language. Copies of these letters are kept on file with the ENL Coordinator and in the student cumulative folder.

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).

The ENL Coordinator informs parents in their preferred home language via entitlement/non-entitlement letters that they have the right to appeal their child's ELL status within 45 days of enrollment. Copies of these letters are kept by the ENL coordinator in Room 203.

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.

Within the first ten days of enrollment, parents of newly enrolled ELLs are sent an entitlement letter, parent survey, and selection form in English and their native language. The letter invites parents to attend a Parent Orientation Workshop given by the ENL Coordinator, Ms. Narcisse, to learn about the three program choices available to their child.

At these workshops parents receive written information in their native language, which explain school policies and other important information. Parents watch a DVD in their native language, which explain the Transitional Bilingual, Dual Language, and ESL Programs. If parents do not chose a program or do not return the parent choice letter, by default, the parent option is a Transitional Bilingual Program.

If parents are not available to attend the workshops, alternate dates and times are offered. Working parents are encouraged to attend during Back-to-School Night or Parent Teacher Conference Nights. Workshops are offered periodically (approximately every other month) throughout the year so that parents of new admits may attend.

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

The ENL Coordinator keeps a running record of testing results and when parent surveys and program selection forms in the parent's preferred home language were disseminated. Parent choice is then documented on the ELPC screen. Additionally, parent choice results are documented by the ENL coordinator and copies of forms are kept on file in room 203. If a form is not returned within the 10 day window, the parent's default choice is bilingual education.

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

Since we have such a small population of English language learners, the ENL Coordinator, Ms. Narcisse, ensures that ALL Parent Survey and Program Selection forms are returned in a timely manner. The ENL Coordinator speak three different languages and often meets parents in the schoolyard during pick up to ensure forms are returned. All parent survey and program selections forms are kept on file in room 203 by the ENL Coordinator, Ms. Narcisse.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL Coordinator is responsible for the dissemination of placement parent notification letters in the parent's preferred home language to the appropriate students. Copies of letters are kept on file in room 203.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of all ELL documentation are kept on file by the ENL Coordinator in room 203 and in the student cumulative folder. All faculty has access to ELL documentation in room 203 or in student cumulative folders in room 205.
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.  
The testing coordinator refers to the RLER report to determine testing eligibility for the NYSESLAT. Proper testing protocol, including the completion of test security forms, are followed and carefully monitored by the testing coordinator to ensure all entitled students are administered the NYSESLAT. The ENL coordinator administers all sections of the NYSESLAT. Additionally, any speaking section is administered by the ENL Coordinator but scored by a pedagogue trained in scoring the speaking section of the NYSESLAT. All students are tested on all parts within the testing window. Absentee students are noted on the front of the testing envelope and are given a make up session within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Upon review of the NYSESLAT scores, continued entitlement and transitional support parent notification letters are distributed in the parent's preferred home language to the appropriate students by September 15. Copies of these letters are kept on file in room 203 by the ENL Coordinator, Ms. Narcisse.
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).  
Based on the completed Parent Selection Forms, there is a trend to choose a Freestanding ESL Program over Bilingual or Dual Language Programs. Parent choice is then documented on the ELPC screen. Additionally, parent choice results are documented by the ENL coordinator and copies of forms are kept on file in room 203 by the ENL Coordinator, Ms. Narcisse. All 35 ELLs are enrolled in the Freestanding ESL Program.

## 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.  
A fully licensed ENL teacher instructs ELLs in the freestanding program for our Entering and Emerging students. Entering and Emerging students both receive 180 minutes of stand alone instruction and 180 minutes of integrated instruction a week. Transitioning students and Expanding students receive integrated ENL for 180 minutes a week. Commanding students receive 90 minutes of integrated ENL a week. All ELLs are grouped heterogenously in a class per grade as to facilitate programming and give extra support when needed.
  - b. TBE program. *If applicable.*  
not applicable
  - c. DL program. *If applicable.*  
not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
ELLs receive a combination of push out and push in services (depending on the level of the student) Monday-Friday for the required number of minutes by the ENL teacher, who is fully certified. English is the only language of instruction, as we do not have any Bilingual or Dual Language Programs at our school. Entering students receive 180 minutes of stand alone ENL and 180

minutes of integrated ENL per week. Emerging students receive 180 minutes of integrated ENL and 180 minutes of stand alone ENL per week. Transitioning students receive 180 minutes of integrated ENL . If needed, Transitioning students will receive flexible scheduling and receive up to 90 minutes of their instruction in stand alone ENL. Expanding students receive 180 minutes of integrated ENL per week. Commanding or Proficient students receive 90 minutes of integrated ENL per week for an additional two years.

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.

Through academic rigor and explicit ESL and ELA instruction, all ELLs receive intensive instruction aligned with the Common Core Learning Standards. All content area lessons are differentiated to meet students' needs. Teachers of ELLs scaffold academic language to support students' participation in content areas. Bridging techniques are used to connect new concepts to prior knowledge. Teachers of ELLs also use visuals, realia, drama, and oral presentations to support students' understanding of academic content. They also model the use of the language and teach language functions and structures within the context of the lesson. All instruction is conducted in English with native language support given by the integrated ENL teacher, who speaks English, Haitian Creole and Spanish. Additionally, all stand alone ENL is content based.

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

The test coordinator and ENL teacher ensure that all ELLs in grades 3-8 receive content area standardized tests in their native language, if available. In addition, all ELLs are provided translated glossaries and word for word dictionaries.

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

Formal and informal evaluations are used often throughout the year to assess progress in all four modalities of the language. The stand alone ENL teacher's lesson plan includes instruction in all four modalities. Common planning with the ENL teacher and content teachers ensures that all instruction includes the four modalities.

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

There are no SIFE students at PS/MS 138 at this time.

Newcomers to the country are provided with bilingual dictionaries for their personal use. They are assigned a buddy who speaks their native language to make their transition easier and help with content area vocabulary. Library books are available in the native language of new arrivals as well. All newcomers are encouraged to attend the Saturday boot camps, Title III, and Summer School Programs.

ELLs who have been receiving ESL service for four to six years are usually at the Commanding or Expanding level in Speaking and Listening based on the NYSESLAT, but require intensive instruction in Reading and Writing, as well as phonics instruction. These students are encouraged to attend Title III and Saturday Bootcamp for Literacy to help them acquire the literacy skills needed to become proficient in all four modalities of English.

The long term ELLs at our school are all Students With Disabilities. These students receive instruction on Achieve 3000 which automatically differentiates according to the students' reading level. They also attend the Title III program and Saturday Boot Camp.

Former ELLs who are proficient/commanding are monitored for progress and receive ENL for .5 units of services a week for two additional years after testing out of the program. Articulation between the ENL teacher and the classroom/content teachers continues throughout the year. As per the New York State regulations, these students continue to receive testing modifications on all standardized tests for two consecutive years after passing the NYSESLAT.

Additionally, grade level materials with ELL supports are available in the Ready Teacher Toolbox for ELA and math.

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.

Between 6-12 months, the principal reviews the reidentification process to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the student's teacher(s), the parent/guardian, the student, and the ENL teacher if applicable. After consultation, if the principal believes the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification is 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?

Chart order to provide access to academic content areas and accelerate English language development, ESL strategies are used by the ENL teacher and the classroom/content area teachers. These strategies include scaffolding, activating and building on prior knowledge, using hands-on activities, graphic organizers, visual representations, and bilingual and picture dictionaries. Pre-reading strategies are used and tiered vocabulary words are emphasized.

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?

ELL- SWDs receive all services as per their IEPs. At the beginning of the schoolyear, all service providers meet to ensure that there are no conflicts in scheduling, so that these students receive all necessary services. Flexible schedules allow for various Special Education teachers to push in to the classes of these students. Whenever feasible, students are mainstreamed for certain content area classes. Self contained classes are programmed parallel to ICT classes to allow for flexible scheduling for students who have shown they are performing on grade level as per Scantron Performance Series given three times a year.

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

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

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

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



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

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

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

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

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

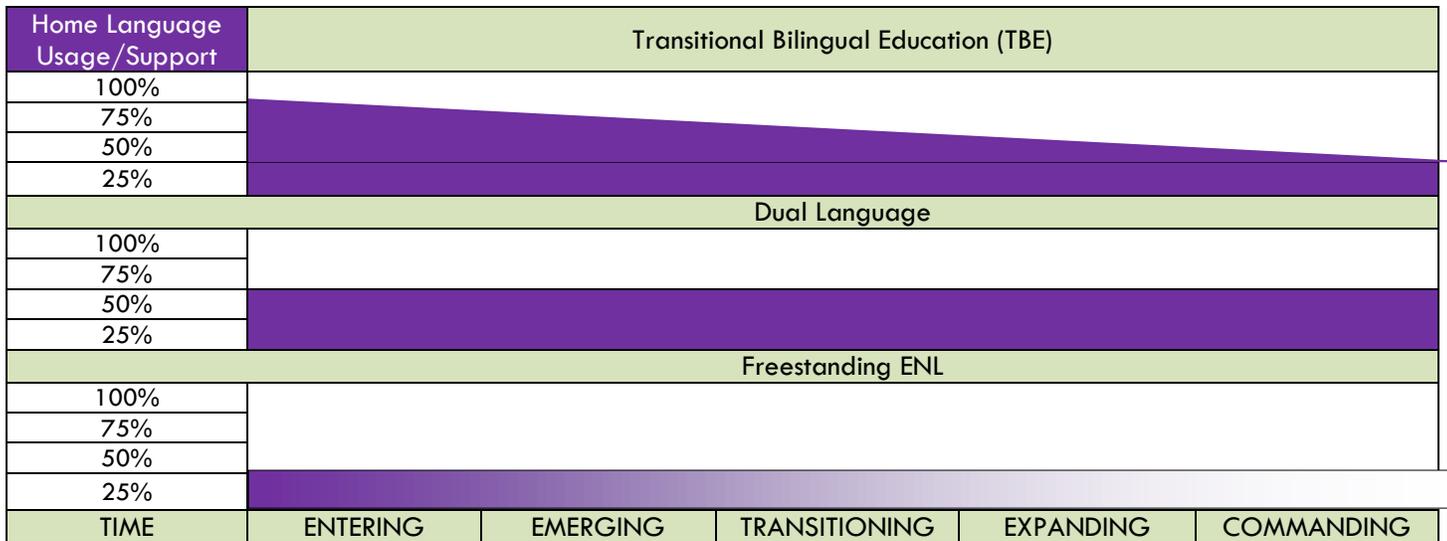


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs include Achieve 3000, a reading comprehension computer program for grades 3-8 that focuses on science and social studies articles, Title III Saturday Academy, Saturday Bootcamp for ELA and Math, Reading Recovery for grade 1, AIS Speech, and At-risk Counselling. All of these programs are conducted in English only. Additionally, Achieve 3000 has a native language component for vocabulary that students can access.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All of our ELLs are mainstreamed into English only speaking classes. In these classes they receive appropriate content on their grade level. A fully certified ENL teacher assists the classroom and content area teachers in planning and instruction.
12. What new programs or improvements will be considered for the upcoming school year?

This year we are implementing the Scantron Performance Series to track student progress in math and reading. This is a computer based program that levels to the student's ability and therefore causes less test frustration. The end result is a grade level equivalent, lexile level for reading, a national percentile ranking, a chart that explains where students are not meeting the standards and provides the top learning objectives for individual students.
13. What programs/services for ELLs will be discontinued and why?

There are no programs or services for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We offer our ELLs access to all school programs. All ELLs are invited and encouraged to attend The Greater Ridgewood Youth Council after school program, Title III, and Saturday Bootcamp for Literacy and Math. If eligible, our first grade ELLs receive Reading Recovery instruction.
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.

All ELLs have access to the Internet using computers in their classrooms. There are also two Computer Labs in the building, which are accessible to all students. Our ELLs use Achieve 3000, a computer program, to develop new vocabulary and improve reading comprehension. This program also has an at-home component, which encourages our ELLs to extend their learning after school hours. Study Island is another computer program used by our ELLs. Bilingual dictionaries and native language books are available to our ELLs. Our Literacy and Math programs have a built-in ELL component, which is helpful to the teachers of our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is facilitated through the ESL classroom library, bilingual dictionaries and glossaries, translated materials, and peer translators and grouping. Cooperative learning allows the newcomers to communicate in their native language while learning social language, and then transition into academic language. This allows students to be grouped with other students who are familiar with the specific native language and have a higher level of English proficiency. The ENL teacher and several other pedagogues speak Spanish, which helps assist our Hispanic ELLs. Many of our teachers, and a Special Education paraprofessional speak French and Haitian Creole, which are the native languages of the majority of our ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services, instruction, support, and resources correspond to the ages and grade levels of our ELLs. Dual language books, glossaries, and dictionaries, hands-on manipulatives, audio/visual materials, and computer programs that are available to our ELLs are age and grade level appropriate.
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).

In March and April early registration is conducted for parents of incoming students for the following September. The ENL teacher meets with the parents of potential ELLs and offers suggestions to get their child prepared for school. Whenever possible, materials are offered to the parents in their native language. Translators are contacted if necessary. New ELLs who register throughout the year are assigned a buddy who speaks their language to assist the newcomer in getting acclimated. Additionally, our parent coordinator offers workshops for our entire school community to attend.
19. What language electives are offered to ELLs?

All ELLs in Middle School (Grades 6-7) are required to take a class in Spanish as a Foreign Language. Sixth and seventh graders have Spanish class twice a week.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)

The Professional Development Plan emphasizes the Common Core Curriculum as it relates to our ELLs. Classroom teachers in all grades have common prep periods so that professional development, planning, and gathering of data can take place. Professional development of ELL personnel also takes place during our Tuesday afternoon PD time and on Professional Development days. The ENL teacher and classroom teachers of ELLs are also encouraged to attend the many Common Core workshops pertaining to ELLs offered by the Department of Education throughout the year. Additionally, the ENL coordinator has a monthly meeting on Monday afternoon to train whole staff in ENL strategies. This includes administration, common branch teachers, paraprofessionals, guidance counselor, social worker, school psychologist, content teachers, special education teachers, the occupational therapist, speech therapists, parent coordinator and secretaries.
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 attends workshops and webinars offered by our Borough Field Support Center. Additionally, she attends professional development offered by the Department of English Language Learners. She then turnkeys this information to our integrated ENL teachers as well as the rest of our staff through professional learning communities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Meetings are conducted in the spring with the staff and students transitioning from our elementary school to our middle school. Being as our elementary school and middle school are housed in the same building, there is a smooth transition for the students. Our ELLs have the continuity of the same ESL teacher when they are in middle school. Also, our 5th grade is departmentalized for several subjects. This makes the transition to middle school that much easier.

Several meetings are held for students who will be graduating from 8th grade and going on to high schools throughout the city of New York. Parents of these students are invited to attend as well. Our guidance counselor also holds workshops for these students to explain the high school selection and application process. The guidance counselor attends monthly mandated meetings held by our BFSC where he receives training in how to assist ELLs as they transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers attend 15% of total hours of ELL training for language acquisition and best practices for ICT and integrated ENL. This training is offered through various workshops given by the New York City Department of Education as well as during professional learning times on Monday afternoons. The school's approach to professional development is informed by a theory of actions and results. Structures of professional development are in place, including but not limited to, whole school access to PD 360. This approach to professional development allows teachers and paraprofessionals opportunities to coordinate and customize their own professional development to meet their students' needs. Additionally, the school maintains a professional development calendar that ensures professional development aligned to the citywide instructional expectations, positive student outcomes for all students and a comprehensive data driven teaching and learning program. Furthermore, teachers may attend any outside professional development at their discretion and are required to turn key the latest information to all teachers. The ENL teacher also attends professional development workshops and webinars through our Borough Field Support Center. Records of attendance are kept by the ENL Coordinator, Ms. Narcisse, in room 203.

### 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?

The school provides an annual meeting with parents of ELLs. Letters are sent home in the parent's preferred language indicating time and place of the meeting. Bilingual staff as well as content area teachers are available during this meeting. If parents are unable to attend this meeting, a phone call is placed through the Language Translation Unit, if applicable, to discuss the goals of the program, their child's language development progress, their child's NYSESLAT results and language development needs in the content areas.

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.

The ENL Coordinator keeps a record of attendance in room 203 for the annual parent meeting. Letters are sent home in the parent's preferred language indicating time and place of the meeting. If parents are unable to attend this meeting, a phone call is placed through the Language Translation Unit, if applicable, to discuss the goals of the program, their child's language development progress, their child's NYSESLAT results and language development needs in the content areas. The ENL coordinator speaks Haitian Creole and Spanish and is able to translate for the majority of our parents. Currently, our parents who speak Arabic, Urdu, Turkish and Fulani all understand and speak English. There is an adult member of our Chinese family that is also available to translate.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of all students, including ELLs, are encouraged to participate in all workshops and meetings. These activities are offered during the school day, after school, evenings, and on Saturdays. Examples of these workshops include: Homework Help, Math, Test Prep, Common Core, Resume Writing, and Science. Refreshments are served at these events, and childcare is offered. The parent coordinator, Kim Johnson, is available to all parents in assisting them with various needs and will seek out translators available in the school building or use the Translation Unit if necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with many agencies and community based organizations to provide information, workshops, and trips to all parents, including parents of ELLs. Translators are called upon as necessary. Some examples of these events are: Police Department-Gangs and Violence, Cornell Extension- Nutrition and Cooking, Cool Culture- Literacy Without Walls, and Learning Leaders-various trips geared toward newcomers and their families. Our PTA will be partnering with another school in Rosedale to collaborate activities for families. There will be a Health Fair, which will address issues related to health insurance, nutrition, immunizations, etc. In order to make communication more comprehensible for the parents of our ELLs, the PTA newsletter is translated into the four languages spoken by our ELLs (Spanish, Haitian Creole, Arabic and Chinese).

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

We evaluate the needs of parents by sending home surveys that inquire about the kind of workshops that would be of interest to them, and the time of day they would be available to attend. All workshops end with an evaluation form used to ascertain the benefit of the topic addressed and provide feedback and suggestions for future workshops. Parents are encouraged to attend PTA meetings and voice their needs and concerns at that time as well. Our Parent Coordinator, Kim Johnson, utilizes the Translation Unit as well as school staff to help communicate with parents of ELLs when necessary.

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

The results of the surveys sent home to parents are evaluated by the administration and the parent coordinator in order to plan for workshops and trips that would be beneficial to the needs of our parents.

### D. Additional Information

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



School Name: PS/MS 138Q

School DBN: 29Q138

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)
James Mc Enaney	Principal		9/29/15
Randi Posner-Marino	Assistant Principal		9/29/15
Kim Johnson	Parent Coordinator		9/29/15
Mona Narcisse	ENL/Bilingual Teacher		9/29/15
Chantelle Frederic	Parent		9/29/15
Norma Tineo-Gr 1	Teacher/Subject Area		9/29/15
Cara Sanghvi-MS Math	Teacher/Subject Area		9/29/15
	Coach		
	Coach		
Marc Guenoun	School Counselor		9/29/15
Lenon Murray	Superintendent		9/29/15
Joshua Metz	Borough Field Support Center Staff Member _____ Queens South		9/29/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **29Q138** School Name: **PS/MS 138**  
Superintendent: **L. Murray**

### Before you begin, please check the following:

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

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

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

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

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

Upon registration, parents of ELLs are given a Home Language Identification Survey. The form is completed in the language of their choice. On the student's Emergency Contact card, the language of preference will be noted and added to the ATS record. The ENL coordinator analyzes the data in order to identify the home languages. Then, the data is organized on a spreadsheet by language and grade. This data is then shared with the staff for communication, translation and interpretation with the parents.

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.

Our parents' preferred languages in both written and oral communication include Haitian Creole, Spanish, Arabic, Chinese, Urdu, Turkish, Fulani, and English.

## Part B: Creating a Communications Calendar

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

Our school translates the following materials before dissemination to families: Entitlement Letter, Program Selection Form, Title III After School Program, Saturday Academy, Parent Teacher Conference, Parent Workshop information, Open School Night, NYSESLAT schedule. In addition, the following documents will be translated before sending to parents: The ELA and Math testing dates, a general overview of the curriculum per grade, and all correspondence from the school administration.

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.

Within 10 days of admittance, The ELL parents are invited to a meeting for an initial orientation. The ENL teacher informs them about the three choices of different programs for ELLs. When necessary the parents of ELLs/SWDs are invited to meet with our guidance counselor and the SBST team to create individualized educational plans and instruction for the students. Parents are invited to attend the Back-to-School night in addition to all Parent-Teacher Conferences scheduled during the academic school year to discuss goals and academic progress. Parents are contacted throughout the school year as the need arises. Additionally, the ENL Coordinator has an annual meeting of all parents of ELLs where curriculum and individual student goals are discussed.

## Part C: Providing Language Assistance Services

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

Upon initial admission, parents complete a Home Language survey. Once the preferred language is identified, translation will be provided by staff or the Translation Unit. Whenever possible, written translated materials will be downloaded directly from the DOE Website (HLS, entitlement letters, Program choices). Materials related to school functions will be translated by staff members who are fluent in the language. If there is not a translator available, the Translation unit will be contacted to assist the parent. Surveys will be sent home in the parent's preferred language. When doing formal evaluation and testing, our SBST department will utilize licensed and qualified professionals from outside agencies approved by the DOE.

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.

Our school uses the Home Language Surveys completed by the parents upon admission. Once the language of choice is ascertained, our qualified staff will provide interpretation. If there is not a staff member who speaks the language, the Translation Unit will be contacted at 718-752-7373 to assist.

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

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

Our school administration, in collaboration with our parent coordinator, will ensure that all members are trained on how to use the DOE's translation and interpretation services. Such training and in-services will occur on Tuesday afternoons and on official Professional Days designated by the DOE.

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

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

##### Checklist of Notification Requirements

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

As per Section VII of Chancellor's Regulation A-663, parents whose home language is one of the identified covered languages receive the Bill of Parent Rights and Responsibilities upon registration. There is a welcome poster at the security desk as well as posted on the parent coordinator's door. Additionally, the Parent's Guide to Language Access is available in the main office and with the Parent Coordinator.

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

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

Our schools will assess the quality of these services by creating and providing surveys to parents in the language of their choice. We will also use the formal and informal meetings such as Parent Teacher Conferences, PTA meetings and annual ELL parent meetings to gather feedback and input from the parents.

