

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q143**

School Name: **P.S. 143 LOUIS ARMSTRONG**

Principal: **JERRY BRITO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Louis Armstrong Elementary School School Number (DBN): 24Q143
Grades Served: K-5
School Address: 34-74 113th Street Corona, Ny 11368
Phone Number: 718-429-5700 Fax: 718-478-8306
School Contact Person: Seth Berger Email Address: SBerger7@schools.nyc.gov
Principal: Jerry Brito
UFT Chapter Leader: Martin McKeown
Parents' Association President: Angelica Salgado
SLT Chairperson: Tara Ostrowski
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Ave Queens, NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: D24 Director: Lawrence Pedegrast
Director's Office Address: 28-11 Queens Plaza North, Long Island City New York 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-326-8140

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)
Jerry Brito	*Principal or Designee	
Martin McKeown	*UFT Chapter Leader or Designee	
Angelica Salgado	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrea Diaz	Member/ Teacher	
Lauren Dalvano	Member/ Teacher	
	Member/ Teacher	
Amelia Bermeo	Member/ Parent	
Melissa Astacio	Member/ Parent	
Juana Delossantos	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Camelia Rosas	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission statement for PS 143 is: At PS 143Q we strive to instill a love of learning through challenging and engaging experiences where all students are valued and given every opportunity to succeed. Our school guides us to make discoveries in reading, writing, the arts and sciences by exploring and experimenting to become critical thinkers. This exploration is meant to expand our understanding of ourselves and the world around us. Our community of learners will continue to become active, responsible and respectful members of our growing society. Excellence starts here at PS 143Q!

Our school's mission is aligned with the Framework for Great Schools. Our focus is and continues to be student achievement. In order for each child to achieve academic success students are actively engage throughout varies content areas through rigorous instruction and the supports from their classroom teachers, as well as, cluster teachers (Social Studies, Science, Theater, Dance, Music, Technology) and other resource providers (Speech, Occupational Therapist, RTI, and Counselors).

PS 143 is a large k-5 school with a population in excess of 1700 students. We are spread across multiple buildings which include: one main building, a mini-building, 3 transportables for a total of six classrooms and an annex which houses all of our kindergarten students and is located approximately 1 mile away from the main campus.

45% of our student body consists of English Language Learners while another 16% of our students have an IEP. Through teacher collaboration and effective school leadership teachers are providing scaffolds in the classroom and rigorous instruction that aligns which the Common Core within and across grades.

During the 2014-2015 school year we made much progress in the category of Collaborative Teachers based on the Framework for Great Schools by developing grade level teams that supported the schools mission and the overall success of their students by focusing on student work, data and how the data related to student progress. In the year 2015-2016 teachers will continue to collaborate to discuss data and strong practices that will increase academic performance across grades. Teachers will meet biweekly to monitor students' progress, discuss growth, and/or challenges (Inquiry Cycle). At the end of the Inquiry Cycle, teachers will walk away with strong practices in which they can incorporate in their own classrooms. In addition, teachers along with administration will continue to grow professionally through continuous collaboration (Differentiated Professional Development Mondays).

For the last year, P.S 143Q has been involved in the Learning Partners Program (LPP); our triad includes P.S 214x as the host school and P.S 109x as a partner school. During the last school year, we have shared strong practices and gained support in all areas with the LPP. With support from the LPP, we have started many committees to improve student achievement and the overall culture of the school. Some committees include: The School Culture Committee, The Positive Behavior/Social Emotional Learning Committee, The Mentor Committee, and The Family and Community Engagement Committee. Through this ongoing work, our school offers a welcoming environment for families and community members to come and join activities (Monthly Awareness Walks, presentations of student work, and workshops that are designed to address the parent and community needs). We are committed in building strong partnerships with the community and parents of our students.

We will continue working within the LPP program for the 2015-2016 school year to continue our growth in the areas mentioned above.

24Q143 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1792	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.4%	% Attendance Rate		94.6%
% Free Lunch	92.7%	% Reduced Lunch		2.2%
% Limited English Proficient	37.6%	% Students with Disabilities		15.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	92.9%	% Asian or Native Hawaiian/Pacific Islander		5.2%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.2	# of Assistant Principals (2014-15)		6
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.33
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.4%	Mathematics Performance at levels 3 & 4		21.5%
Science Performance at levels 3 & 4 (4th Grade)	63.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

While pedagogy provides instructional supports, including the school’s instructional focus of strengthening questions and discussion, the use of strategic entry points and extensions that promote deep reasoning in student work products varies across the school.

- Across classrooms, teaching strategies provide for curricula extensions to support students in producing meaningful work products, but all learners in specific subgroups are not taking ownership of their work and there are limited opportunities for choice or voice of tasks.
- In the majority of classes visited questions were teacher-directed with limited opportunities for students to re-direct their thoughts to peers.

1.1 Curriculum :

- The school is working towards planning and aligning all curricula to the Common Core Learning Standards (CCLS) so that higher order skills are consistently emphasized for all learners across grades and content areas.
- The school’s curricular decisions are on a path to provide all learners with access across grades and content areas. Academic tasks are being formatted to encourage all students to think beyond the obvious and increase their higher order thinking skills.
- Teachers are collecting formative and summative data, but the data collected is not being used for planning to target students’ needs.

Needs Assessment :

- Instructionally, ‘rigor’ is being embraced, as is the area of ‘questioning and discussion’ as they relate to teaching practices across the grade levels and by the support staff and cluster teachers. Increased understandings around the Danielson rubric for teacher evaluation. These are a work in progress and should continue to be developed.
- Access to Instructional materials is becoming strengthened. Continued interest in Ready Gen texts by staff and students alike is evident.
- Feedback to staff about their practices is being developed through the use of the Danielson rubric and this is seen as a developing area of understanding for all.
- Developing instructional coherence across the administration, thus a shift in focus from predominantly compliance to balance between that and instruction.

- The PD Mondays is seen as extremely beneficial and its development needs to continue. Balance between planned areas of inquiry and mandated requirements that seem to require immediate attention is developing and needs to continue.
- Teachers becoming more focused on data analysis and subsequent actions.
- Students are eager and keen learners who will benefit from the strengthening home/school relationships underway.
- Outside Professional development seen as supportive though processes for dissemination still being established.
- Staff wants to do well and want some direction to establish school wide practices and autonomy for those that are grade specific, which would be in consultation with their supervisor. Thus, being attached to one Assistant Principal (as is the case for some) and ultimately the principal is seen as strength by the staff

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, there will be a 9% increase of students across grades 3-5 that will reach proficiency on the NYS Common Core ELA and Math Test as measured by comparison of 2014-15 NYS Common Core ELA and Math Test to 2015-16 NYS Common Core ELA and Math Test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will continue to work with consultants and colleagues to find a coherent instructional focus that will improve instructional learning outcomes (Model lessons,</p>	<p>All teachers, and staff</p>	<p>On going throughout the year</p>	<p>Literacy/Math Coach and Teachers (Classroom and outside of the classroom), consultants, Administrators</p>

<p>help teachers focus with questioning and discussion techniques, differentiation)</p> <ul style="list-style-type: none"> · All students are highly engaged in learning who will benefit from the strengthening home/school relationships. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and in the learning of others · The teachers' feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. · The students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. · Each teacher will make adjustments, as needed, to ensure student success, by focusing on data analysis and subsequent actions. · Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. · The instruction design include learning activities that are well sequenced and require all students to think problem solve, inquire, and defend conjectures and opinions. · Teachers will design formative assessments to monitor learning, and they provide information needed to differentiate instruction. · Measures of students learning align with the curriculum, enabling students to demonstrate their understanding in more than one way. <p>(1.d Demonstrating knowledge of resources: Engage NY)</p>			
<p>All grades , across the school will participate in culminating activities at the end of each unit for ELA and Math, and across of all content areas (Science and Social Studies).</p> <ul style="list-style-type: none"> · All grade teams will select a group and create resources to support the end of unit activities that will be aligned to CCLS (binder with ideas) · Rigorous instruction is aligned with the school mission statement. 	<p>All students, teachers, and staff</p>	<p>On going</p>	<p>Literacy/Math Coach and Teachers, Administrators</p>

<p>· Instruction is customized, inclusive, motivating, and aligned to the CCLS. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</p>			
<p>Teachers will plan implementation of the curriculum</p> <p>~ Class, and grade level data analysis during the Monday PD times, common Planning, Tuesdays professional time could have the explicit focus of “Looking at Student Work” for trends, weaknesses, purposes and actions.</p> <p>~During Inquiry Process the school will look at the Math data collected from the Pre-Requisite (GoMath Assessment) , focusing on the bottom 1/3 of each class. After a common trend has been identify, an action plan will follow to target the needs of these students.</p> <p>~ Vertical and horizontal planning</p> <p>~ Backward planning that supports grade level, and school based teams.</p> <p>~ All formal and informal data collected will be used for planning to target students’ needs (Checklist, conference notes, classroom work, assessments.)</p> <p>~ The Item Analysis will help identify trends in grades 3-5.</p>	<p>All students, teachers, and staff</p>	<p>On going</p>	<p>Literacy/Math Coach and Teachers, Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources</p> <ol style="list-style-type: none"> 1. All classroom teachers 2. RTI Literacy teachers 3. RTI Math Teachers 4. Literacy Coach 5. Math Coach 6. RTI Wilson/Fundations Teachers

7. Mentors

8. Literacy Consultants

Schedule Adjustments

1. Interclass Visitations

2. Common Planning Period

Instructional Resources

1. Project Based Learning

2. ReadyGen

3. GoMath

4. Vocabulary and Grammar Workshop

5. Foundations

6. Reading A-Z

7. Leveled Literacy Instruction

8. Number Worlds

9. After school Math Intervention Program

10. Saturday Literacy Program

11. Morning ENL Program Program

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

Part 5 – Progress Monitoring

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

· Classroom data/assessments for MATH: Beginning of Year (BOY), Middle of the Year (MOY), and End-of Year (EOY) Assessments will allow us to monitor the students’ progress throughout the year.

The Beginning-of-Year Assessment will allow the teachers to see which skills the students may already understand. Students who have already mastered some skills will benefit from enrichment activities. This was completed in September-2015.

The Middle-of-Year Assessment will be given mid-point of the school year. This assessment will determine student mastery of skills and strategies taught during the first half of the school year (September-January). This assessment indicates the standards that the students mastered as well as the standards that need to be re-visited. This will be compared with the BOY assessment. This will be completed on or about February-2016.

The End-of-Year Assessment will be used to determine what skills need to be rectified before students move on to the next grade. This will be compared with the BOY assessment. This will be completed on or about May-2016.

End of unit assessments will provide ongoing information about the progress students are making after each skill and standard has been taught.

Classroom data/assessments for Reading (K-5) : Reading Records three times a year (October, January, and May) and interim classroom progress monitoring.

Ongoing Foundations Assessments K-2 only

Ongoing Words Their Way Assessment 3-5 only. Phonics development, intervention for those students that are not performing at grade level.

Classroom data/assessments for Writing:

K-3: MOSL Baseline NYC Performance Task, was given in October 2015, Middle of the Year Interim Writing Assessment (in house) will be completed in January-2016, and End of Year MOSL NYC Performance Task will be given in May-2016.

K-5: For each type of writing/module (Opinion Writing, Informative/Expository Writing, and Narrative Writing) students will take a Pre-Writing Assessment based on the standards that will be covered during instruction. This allows teachers to collect data and adjust instruction based on the needs of the class. At the end of each module students will have a final written piece based on the same standards previously measured to determine which skills they have mastered and which they need to continue working on. The same rubric will be used to assess student mastery of the skill and standards for both writing pieces.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

In January 2015, our community superintendent came to document, what life is like at our school in a Quality Review. The document reports areas of strength, as well as areas where improvement is needed to strengthen P.S. 143. An outside party also conducted a Needs Assessment to address the needs of our school. The following are the results of these assessments.

Strengths:(QR2015)

- Through teacher teams, consistent examination of student work and data is an ongoing process. Distributive leadership structures are in place. The work of teacher teams has resulted in greater awareness of how to improve pedagogy and strengthen student progress on assessments. Shared leadership protocols are used to build capacity and improve student learning as teachers have input on key decisions, teaching practices and curricula choices.
- Meetings with teacher teams and teacher leads enabled work around looking at data and student products by focusing on protocols for analyzing results of the Item Skills Analysis for ELA and Mathematics state tests. Teachers were in accord that these practices help them strengthen their collaboration and supported planning decisions across the school. Results of team practices indicated that students with disabilities benefited from additional small group work in mathematics and guided reading.
- Distributed leadership is in evidence in teacher teams. Teachers are rotating roles of facilitating their meetings so that all members have a voice and equal responsibilities are shared. Teachers posit that the administration has encouraged them to choose resources for literacy, writing and math that will benefit the students’ styles of learning.
- Teacher teams review the results from recent baseline reading assessments for end of unit reviews to make instructional decisions. The teams then share ideas to adjust teaching practices, per grade, aligned to data and students’ performance tasks. For example, during a team meeting observed, a teacher shared the trends in analyzing a reading assessment which demonstrated the need for further extensions in context clues and citing text-based evidence.
- Using Think Central, the electronic portion of Go Math! that generates student reports illustrating the achieved standards; student targets are tracked and analyzed by teacher team members. For example, during a teacher team meeting teachers were able to reference the reports and determine what mathematics strategies were used that worked. Teachers were in accord that this system helps them isolate the standards that still need attention, per unit, and address students’ individual needs.

Strengths Needs Assessment:

Teachers want and do collaborate with each other and have inclusive practices on most grade levels and across support teams.

The PD Mondays is seen as extremely beneficial and its development needs to continue. Balance between planned areas of inquiry and mandated requirements that seem to require immediate attention is developing and needs to continue.

Outside Professional development seen as supportive though processes for disseminations still being established.

Weaknesses (Needs Assessment)

Developing instructional coherence across the administration, thus a shift in focus from predominantly compliance to balance between that and instruction.

School needs to continue supporting teachers leading and supporting teams for specific goals/tasks. Be 'inclusive' of staff in these roles.

School needs to identify which teams will support instructions + those that will support compliance – at times they may be the same. Have clear objectives for achievement and evaluation of team performance. Once a team is established with purposes and action clear, they need to be able to be supported to continue throughout the year

School Needs to be “Looking at Student Work” for trends, weaknesses, purposes and actions.

School needs to create school wide schedules to frame the work of the year, e.g. Assessment calendars, PD meetings. Should be developed prior to the new school year beginning – minor alterations can be made during the year when necessary. This enables all participants to look forward

School needs to use teams with experience to help develop other teachers in a small group cooperative setting. E.g. ESL staff to provide information and instructional ideas to Gen Ed teachers.

School needs to be able to ask for clarification, hearing something again if not clear, build trust through really understanding, thus need to be clear of what is expected, needed or being developed.

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 the level of collaboration within and among teacher teams will increase from 77% to 89% (as outlined by the Citywide percentage of Positive Response for Elementary Schools in our NYC School Survey 2014-15 Report) measured by comparison of 2014-15 Learning Environment Survey to the 2015-16 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teams, groups, committees, et al will spend less time focusing on norms once established (while adhering to them accordingly). After setting norms and discussing the creation and appointment to (and schedule) of leadership positions, Team members are accountable for knowing the norms generally and agree to abide by them without constant review in order to maximize productive time.</p>	<ul style="list-style-type: none"> •Academies •Grade Level Teams •Committees •Content Area Departments •Out of Class Teams •RTI •ESL •Special Education/Support Services All Staff and Staff Teams 	<p>Sept-June</p>	<ul style="list-style-type: none"> •Administration •Grade Level Teams •Committees •Content Area Departments (Cluster teachers) •Out of Class Teams •RTI Providers •ESL Providers •Special Education/Support Services All Staff
<p>Teams, groups, et al will be structured to facilitate continual progress with a variety of leadership roles, defined by the group along with norms, that may or may not be regularly rotated.</p> <p>Roles may include:</p> <ul style="list-style-type: none"> • Team Leader/Coordinator (a team member charged with facilitating the overall progress of the team by effectively communicate goals, leading conversations, and mitigating needs as the arise, the Team Leader would be able to report to administration and speak to the work of the team and its moving parts in subcommittees as needed) 	<ul style="list-style-type: none"> •Academies •Grade Level Teams •Committees •Content Area Departments •Out of Class Teams •RTI •ESL 	<p>Sept (and as needed)</p>	

<ul style="list-style-type: none"> • Parliamentarian (aka Rules Referee) (a team member charged with keeping other members in line with norms and group established rules, staying on topic, keeping time, etc) • Project Leader (a team member in charge of a particular subgroup or project) <p>Record Keeper (a team member in charge of keeping minutes and attendance distributing them to the appropriately. These minutes may be included in whole or in summary in agendas to avoid overly long review of previous meetings)</p> <p>Roles will be discussed and established early in September, and will be rotated as dictated by group consensus (if at all) and may be revised as needed.</p>	<ul style="list-style-type: none"> •Special Education/Support Services <p>All Staff and Staff Teams</p>		
<p>Teams will engage in long term goal orientation that will be monitored by creating short term goals that build towards that ultimate end as a means of success monitoring.</p> <p>For example: If the 5th grade sets a goal of data consistency and grade regulation short term goals may include:</p> <ul style="list-style-type: none"> •An agreed upon approach to calculating report card grades for ELA and Math •Rubric Writing and aligning •Sharing Report Card Data and Cross-Grade assessment scores by marking period to predict whole group GPAs, unit effectiveness, etc. <p>Using marking period data to create a growth chart at the end of the year to illustrate areas of improvement and success</p>	<ul style="list-style-type: none"> •Academies •Grade Level Teams •Committees •Content Area Departments •Out of Class Teams •RTI •ESL •Special Education/Support Services <p>All Staff</p>	<p>Sept (and as needed)</p>	
<p>A transparent and consistent use of Professional Development Times on Mondays that culls experience from teachers highlighting best practices, offering support to tenured and untenured teachers, providing opportunities to turn key out of school professional development.</p> <p>Items to achieve this should include (among others):</p> <ul style="list-style-type: none"> •Periodic Professional Develop Syllabi to ensure upfront planning <p>Regular Opportunities for staff to choose among activities and workshops led by hired professionals and staff (ie Brooklyn/Queens Day 2015)</p>	<ul style="list-style-type: none"> •Administration •Academies •Grade Level Teams •Committees •Content Area Departments •Out of Class Teams 	<p>Sept-Oct</p>	<ul style="list-style-type: none"> •Administration •Academies •Grade Level Teams •Committees •Content Area Departments •Out of Class Teams

	<ul style="list-style-type: none"> •RTI •ESL •Special Education/Support Services All Staff		<ul style="list-style-type: none"> •RTI •ESL •Special Education/Support Services All Staff
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Part 4 – Budget and Resource Alignment

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

1. Inquiry Teams
2. Professional Development Team
3. Instructional Cabinet members
4. Grade Lead Teams
5. Project Based Learning Team
6. Learning Partners Program
7. Common grade planning period
8. Common department planning
9. Instructional Coaches
10. Literacy Consultant
11. New York Cares

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

Part 5 – Progress Monitoring

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

Teacher collaboration will be measured three times during the 2015-2016 school year. The 2014-15 Learning Environment Survey will be used as a benchmark to determine growth. An interim survey will be tentatively given in February to assess the level of collaboration amongst teachers. At the end of the school year, the 2015-16 Learning Environment Survey will be given to teachers to complete. This will provide a measure of teacher collaboration growth.

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

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

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

Part 1 – Needs Assessment

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

At the present time the school, as a whole, is moving towards establishing a unified entity with one voice that is directed by our shared vision.

According to the Needs Analysis some of the identified strengths are as follows:

- Feedback to staff about their practices is being developed through the use of the Danielson rubric and this is seen as a developing area of understanding for all.
- Vision is developing and should be established within the next school year.
- School wide practices that are grade specific, which will be in consultation with their supervisor

According to the Needs Analysis some of the identified needs are as follows:

- Communication / roles clearly defined
- Entire staff of board – take ownership
- Follow through – monitor actions taking place
- Continuous support by administration
- Established teams with purpose and actions that are clear

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, the level of effective school leadership will increase from 61% to 71% (as outlined by the NYC School Survey 2014-2015) measured by comparison of 2014-2015 NYC School Survey to the NYC School Survey 2015-2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Administration will relate a deliberate, clear, and cohesive vision for all activities including:</p> <ul style="list-style-type: none"> • Instructional foci • Problems of Practice • Measurable and realistic end goals • A time table and schedule of deliverables • Other similar areas of interest and study <p>After explicitly relaying this vision to staff and staff leadership groups both administration and staff leadership will have time to discuss and agree upon the best approach to meeting these ends in a way that is meaningful and practical for remediation of administrative, staff, or student practices.</p> <p>To promote effective shared leadership, staff will share different roles and responsibilities in the inquiry process, as outlined in section 5C.</p> <p>Administration will gradually release ownership processes such as, inquiry to staff and staff leadership members periodically checking in on deliverables in order to keep staff on course.</p> <p>Leadership models that should be fostered in classrooms will be modeled in staff teams in order to facilitate gradual release of responsibilities from teachers to students in instruction as outlined as Charlotte Danielson Framework for effective teaching.</p> <p>Meaningful professional development workshops will be provided for staff and administration; that may include:</p>	<p>Administrators, all teachers, and support staff</p>	<p>September 2015 – June, 2016</p>	<ul style="list-style-type: none"> •Administration •Grade Leads •Coaches •Model Teachers

<ul style="list-style-type: none"> • ELA and math and other subject areas • UDL (Universal Design) • Leader In Me (The Seven Habits) • Cultivation of staff practices • Opportunities for teachers seeking tenure to give professional development etc. Time must be provided for teachers who receive professional development to turn key training to other staff members. <p>Literacy and math coaches will work closely to support grade and content teams in meeting instructional standards as defined by explicit work of collaborative administrative and staff teams.</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.											
<p>Human Resources:</p> <ul style="list-style-type: none"> • Professional Development Team • Instructional Cabinet • Model Teachers • Learning Partners Program <p>Instructional Resources:</p> <ul style="list-style-type: none"> • Implementation of Leader in Me for all teachers and students • Instructional focus • Differentiated Professional Development 											
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	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Quarterly monitoring for the Committees/Teams established above, will show 10% positive progress which will be determined by surveys. (November, January, March and May) Data from surveys will be gathered and analyzed to determine areas in need of progress. The data will be interpreted by each Committee/Team. The data will be used to provide guidance over time to sustain coherent, instructional programs.</p> <p>Progress monitoring for Parents: Parents will be given the opportunity to participate in survey that will be given three times a year. (Beginning, Middle, and End of the Year). The survey will be aligned to the Committee/Team Questionnaire. This survey will be used to strengthen partnerships within our learning organization as a whole.</p>

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.

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.

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reniannce Learning Literacy Assessment	Level Literacy Intervention Program (Tier 2), Foundations (K-2 Tier 3) and Wilson (3-5 Tier 3)	Small group (up to 5 – 8 students Tier 2) Small group (up to 3 – 5 students Tier 3)	During the school day; Monday – Friday
Mathematics	Prerequisite Math Assessment	GoMath RTI Program (Tier 2) Number Worlds Program (Tier 3)	Small group (up to 5 – 8 students Tier 2) Small group (up to 3 – 5 students Tier 3)	During the school day; Monday – Friday
Science	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determined during Pupil Personnel Team meetings based on teacher/parent recommendation and student formal data	To be determined by service provider	Small groups	During the school day; Monday – Friday

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In an effort to recruit the best teachers, we have contacted some of the local universities. In turn, they recommend candidates that have completed a degree program or are anticipating the completion of a degree program. In addition, we receive a number of resumes via mail and e-mail. These resumes go through an initial screening based on the specific license area in need. In order to ensure that teachers are highly qualified teachers, we only accept those resumes that fit the specific license area in need and those candidates that possess the proper certification and qualifying credentials. Once we have a pool of applicants, all candidates go through a rigorous selection and interview process. Potential hires are brought in for an initial interview with a hiring committee that consists of, at minimum, two (2) Assistant Principals. The Assistant Principals, who serve on the initial interview committee, possess an expertise and/or experience in teaching or supervising the specific certification area being sought.</p> <p>After the initial interview process, those candidates who advance are invited to the school to conduct a demonstration lesson. They are asked to prepare for a literacy based lesson and are matched with the potential grade(s) they will be servicing (should they be hired). Finally, the candidate participates in a final interview with our hiring committee that consists of, at minimum, two (2) Assistant Principals. We discuss our professional expectations for any of our potential staff members and ask that we be provided with at least three (3) references that we may contact. Upon verifying the candidate's prior work experience and professional conduct, we officially offer the candidate the position. In order to retain current members of our school community, who are considered Highly Qualified, we offer ongoing professional opportunities for growth and development.</p>

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>During the 2015-2016 School Year administrators, teachers, paraprofessionals, and staff will participate in differentiated professional development (PDs) based on their needs/preferences. P.S. 143Q personnel will complete different surveys throughout the year with a variety of professional development sessions for the personnel to choose from. The list for possible PDs have been developed by the PD Committee compose by different grade teachers and administration. Common Core Learning Standards, Quality Review, The Framework for Great Schools, Danielson Framework for Teachers, the P.S. 143Q Needs Analysis and instructional focus were all considered in the design for these PDs.</p>

Some of the PDs include/will include:

- ENL Changes and Policy
- Explicit Instruction
- Supporting Students with Autism
- Questioning and Discussion Techniques
- Read Alouds
- Looking at IEPs Through SESIS
- AMAO Tool for ENL Students
- Using Excel - Intermediate
- Using Technology in the classroom: SmartBoard, iPads
- Using Excel for the Item Analysis to guide instruction
- Paraprofessionals in the Classroom
- Go Math Changes and using ThinkCentral to obtain data
- Using Excel - Beginner
- Engagement within the conditions of learning

These are just some of the examples of the ongoing professional development sessions our staff will engage in to help meet the needs of our students and the expectations of Common Core Learning Standards.

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.).

Not Applicable. No Pre-K Program within P.S. 143Q.

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.

During the 2015-2016 school year teachers will participate in three inquiry cycles, meeting monthly to discuss implemented instructional strategies determined by agreed upon assessments by inquiry team. The focus for the first cycle is Math. Teachers administered a prerequisite assessment to students to determine the strategies and the standards their students needed support with. In grade level teams teachers reviewed the results and found trends across the grade. A standard and skill was chosen focusing on the bottom one third of each class. Professional development will be provided by grade teams, for example: How to scaffold instruction to support students, strategies to address specific skills. This will provide an opportunity to develop and tune an action plan with the steps to be taken in order to achieve the specific goal. Teachers will then implement various approaches that will target student(s) weakness and gather information used to assess growth. Data could include student work and scores, classroom observations, and student feedback. In addition, through this process, teachers will share strong practices that have been proven to work in their classroom as well as theories.

For the upcoming cycles, grade level teams will decide the focus for these cycles.

For cycles two and three clusters, paraprofessionals and RTI providers will participate in their own inquiry cycle.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,058,554.00	X	Section: 5A, 5C, 5D, 6, 7
Title II, Part A	Federal	303,688.00	X	Section 5A, 5C, 6, 7
Title III, Part A	Federal	94,604.00	X	Section 5A, 5C, 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	9,532,158.00	X	Section 5A, 5C, 5D, 6

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 143Q The Louis Armstrong Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. P.S. 143Q The Louis Armstrong Elementary School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school 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>143Q Louis Armstrong Ele. Sch</u>	DBN: <u>24Q143</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>290</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 checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>20</u>
of certified ESL/Bilingual teachers: <u>10</u>
of content area teachers: <u>10</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: _____ To provide support and strengthen instruction for our ELL population of 800 students, we have targeted programs for our Beginner, Intermediate, and Advanced ESL and Dual Language students, including those with special needs.

Our Language Development and Literacy Skills morning program, targeting our Beginner and Intermediate ELL students in grades K through 5, will begin in January. A majority of our Beginner and Intermediate ELL students read below grade level based on the Fountas and Pinnell Reading Benchmark Assessments. In addition, based on a breakdown of their NYSITELL and NYSESLAT scores, they also need support with their speaking and listening skills. We will be purchasing the Journeys Reading Tool Kits from Houghton Mifflin Harcourt. A grade specific tool kit will be purchased for each class in the program. This program targets students who need support in developing their reading skills with a focus on phonics. It also incorporates visual cues that target vocabulary development geared toward ELLs. This program will take place three mornings a week, before school, from 7:00 AM to 8:00 AM for a total of 57 sessions. There will be a total of 6 classes with 30 students per class. We will have five certified ESL teachers and six certified content area (Common Branch) teachers. The breakdown will be as follows: 1 kindergarten class (1 ESL/1CB = 2 teachers), 1 first grade class (1ESL/1CB = 2 teachers), 1 second grade class (1ESL/1CB = 2 teachers), 1 third grade class (1 ESL/1CB = 2 teachers). The two teachers will be co-teaching each day to ensure students receive targetted ESL instruction. There will be 1 fourth grade class and 1 fifth grade class will be taught by 1 ESL teacher and 2 CB teachers (3 teachers total). They will co-teach alternating days between both grades: Monday ESL/CB grade 4, Tuesday ESL/CB grade 5, Wednesday ESL/CB grade 4, etc. This breakdown is based on the number of ELLs on each grade who need support. Due to our overcrowded status, our school is housed in two separate buildings. The main building houses grades 1 through 5, and all of our kindergarten classes are housed in our annex which is over a mile away. Therefore, two supervisors are needed for this program, one for each building. Our Saturday Program will also begin in January for grades K-5 and will target our Intermediate and Advanced ESL and Dual Language students. EP students from our dual language classes will also be invited. Students in the Saturday Program will not be the same as those in the morning program. This program will target writing, as this has been identified as a need based on our ELL students' performance on both the writing portion of the NYSESLAT and their ELA scores. We will be purchasing the Write Traits Classroom Sets, also from Houghton Mifflin Harcourt, which focus on developing students' writing skills with specifically targeted ESL approaches. Grade appropriate classroom sets will be purchased for each class. This program supports students in developing the writing process and giving them targeted strategies to guide their independent writing. The program will take place on Saturdays from 8:00AM to 11:00AM and run for 17 sessions. There will be a total of 8 classes with 15 students per class. We will have four certified ESL teachers and four certified content area teachers. During each session, the ESL teacher will work with Class A (of 15 students) for half the session while the content area will work with Class B (of 15 students). Class A and Class B will then rotate halfway through the session, whereby the ESL teacher will service Class B while the content area teacher will work with Class A. The breakdown will be as follows: 1 kindergarten class, 1 first grade class, 2 second grade class, 2 third grade classes, 1 fourth grade class, and 1 fifth grade class. This breakdown is based on the number of students who need writing and ELA support.

Another Saturday program, STEM for ELLs-Building Bridges by Building Boats will also be offered. This class will allow advanced ELLs (special and general ed.) and EP dual language students, in grades 3-5, to take part in the hands-on design and construction of a wooden rowboat. This enrichment program will use ESL strategies to incorporate the four disciplines of STEM education (science, technology,

Part B: Direct Instruction Supplemental Program Information

engineering, and mathematics) which are so necessary for our children to be able to compete in today's increasingly competitive global marketplace. In this program students will be putting the academic skills they have learned in various classes towards the completion of a functional and seaworthy vessel. Our school is just a few blocks from the Flushing Marina and the lake at Flushing Meadows Park, which will allow us to actually launch our boat as our culminating event. This program will provide students with a strong and positive formative experience, one that will allow them to understand the practical value of the skills we teach in the classroom, and one that may guide them towards meaningful and productive academic pursuits and careers. This program will take place on Saturdays from 8:00AM to 11:00AM for a total of 17 sessions. There will be 2 classes with 10 students per class. There will be one ESL/bilingual teacher and one certified content area teacher. During each session, the ESL teacher will work with Class A (of 15 students) for half the session while the content area teacher will work with Class B (of 15 students). Class A and Class B will then rotate halfway through the session, whereby the ESL teacher will service Class B while the content area teacher will work with Class A. Teachers should have basic knowledge of carpentry and be familiar with wood working and boat building. Title III monies would be used to purchase the raw materials (wood, nails, paint, adhesive, etc.) necessary for the project.

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: P.S. 143Q is a very large school of approximately 1,800 students, with an ELL population of 800 students. A majority of the non-ELLs are former ELLs, and most of the student's households have a home language other than English; predominantly Spanish. Therefore, all of our pedagogical and non-pedagogical staff work with ELLs, former ELLs, and students whose first language is not English. In order to properly service our students, virtually all of our staff need to employ ESL strategies for delivery of instruction, have a working knowledge of state mandates with regards to ELLs, and have an understanding of the process for the identification of ELLs. This is why professional development is an ongoing endeavor for all ELL personnel, which include: certified ESL push-in providers, self-contained ESL classroom teachers, dual language bilingual teachers, classroom teachers of ELLs, para-professionals, office and supervisory personnel. Professional development is provided throughout the school year by our certified ESL teachers, dual language teachers, supervisors, and our Bilingual/ESL Compliance Coach during our Monday afternoon sessions from 2:20 PM to 3:40 PM. Professional Development is planned out on a month by month basis. The following are professional development topics that our teachers have and will continue to provide throughout the year:

- RLAT Data analysis
- Englis/Spanish Cognates
- Analyzing RLAT Data
- Strategies for Newcomer ELLs
- Co-teaching Model for ESL
- Incorporating Modaliites
- Intro to Dual Language
- Identifying ELLs
- Technology for ELLs

Teachers also participate in out-of-school professional development workshops offered by DELLSS to further develop their use of ESL strategies in all content areas.

In order to be on the forefront of best practices for ELLs we would like to use Title III funds for ESL and

Part C: Professional Development

Dual Language teachers to attend the NYSABE Conference in White Plains on Friday, March 13th, 2015. Our ESL providers would benefit greatly from attending the workshops offered and gaining different perspectives from fellow teachers from different parts of the state. Since there is very little professional development available for dual language teachers within the city, attending this conference would be essential towards learning new strategies and gaining new perspectives on different dual language models being used throughout the state.

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: Parent involvement is crucial for English Language Learners to achieve proficiency in English and to help families of ELLs assimilate into a new language and culture. All information and notifications are provided to parents in their home language. Workshops are offered to provide parents with assistance to ensure their child's social and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, the NYSESLAT and Science Test. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered and parents are given the opportunity to learn how to read, write and speak the English language. A Homework Club is also offered five days a week and parents are instructed on how to help their children with their school assignments. Every month parents are able to attend four workshops on different topics related to their child's education. The school's nurse offers a variety of workshops on how to care for children with asthma. He also provides instruction on proper children's hygiene. Family nights will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators.

The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including ELL parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

Parental needs are reviewed and evaluated by means of a parent survey given by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future schoolwide events and activities. The School Leadership Team includes parent representatives that communicate issues and concerns with school staff on an ongoing basis.

Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Club to teach the parents how to assist the children with homework. There will be no cost to the Title III program for parent involvement.

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 143
School Name type here		

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 Jerry Brito	Assistant Principal Karen Pang/ Adis Rodriguez
Coach Jorge Silva-Bil./ENL Coach	Coach Elaine Litterello
ENL (English as a New Language)/Bilingual Teacher Kelly Osso/ Tanae Izumi -ENL	School Counselor Windis Jaquez
Teacher/Subject Area Andrea Diaz/Candida Santana-	Parent Angelica Salgado
Teacher/Subject Area Lauren Cassidy-Testing Coord.	Parent Coordinator Jessica Malaga
Related-Service Provider Clara Manzano- IEP Teacher	Borough Field Support Center Staff Member type here
Superintendent Madeline Chan	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	19	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	13
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language arts teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	11	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	1810	Total number of ELLs	681	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	681	Newcomers (ELLs receiving service 0-3 years)	650	ELL Students with Disabilities	111
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	31	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	113	0	0	3	0	0	0	0	0	0
ENL	533	0	106	31	0	5	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 9

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	28	22	21	37	15	45	21	11	16	43	15	32							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>190</u>	Number of students who speak three or more languages: <u>0</u>

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	32	106	91	132	103	61								0
Chinese	9	11	6	3	3	2								0
Russian														0
Bengali		1		1										0
Urdu														0
Arabic				1	1									0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	1	0	0	0
4	78	16	0	0	0
5	37	10	2	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	0	1	0	0	0	0	0	0
4	64	5	24	3	3	0	1	0	0
5	23	7	17	1	5	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	10	3	19	0	17	0	2	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	1	8	7	0	3	28	44
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

1. To assess our ELLs early literacy skills, we begin with our Words Their Way Kindergarten Emergent Assessment and the Fountas and Pinnell Benchmark Assessment. The Words Their Way Emergent Assessment data provides us with concept of print and letter recognition information.

Based on the Words Their Way Emergent Assessment we know:

- 44% of our Kindergarten ELL students are able to recognize their uppercase letters
- 42% of our Kindergarten ELL students are able to recognize their lowercase letters
- 18% of our Kindergarten ELL students are able to recognize their sounds
- 94% of our First Grade ELL students are able to recognize their uppercase letters
- 94% of our First Grade ELL students are able to recognize their lowercase letters
- 81% of our First Grade ELL students are able to recognize 81% of their sounds
- 84% of our Second Grade ELL students are able to recognize their uppercase letters
- 85% of our Second Grade ELL students are able to recognize their lowercase letters
- 88% of our Second Grade ELL students are able to recognize their sounds

These benchmarks are based on the Words their Way Kindergarten Emergent Assessment.

This data provides our K - 2 grade teachers with specific information on the needs of our ELL students. This information also provides our ENL providers with literacy information to guide their programs for our ELL students. We are currently administering the Fountas and Pinnell Benchmark Assessment. This assessment will provide us with each student's reading level. The running record focuses on the student's fluency, comprehension and writing skills. This information will help guide our teachers' instruction and our ESL providers will be able to select an appropriate program to guide their students.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns with regards to the ELL students' NYSESLAT and LAB-R scores across proficiency levels and grades show distinct patterns and fluctuations. Data for grades K show that majority of ELL students' proficiency levels fall within the beginner range at 56%. Students scoring within the intermediate range for kindergarten are at 25% and at the advanced range at 19%. This shows

more than half of incoming ELLs scoring at the beginner range with an almost even number of ELLs at the intermediate and advanced range. By first grade there is a significant shift in ELLs proficiency levels with only 18% scoring at the beginner level, 48% scoring at the intermediate level and 34% scoring at the advanced level. This indicates that a large number of ELLs are increasing their English proficiency from Kindergarten to first grade. The second grade ELLs scores reflect 21% scoring at the beginner level, 58% scoring at the intermediate level, and 20% scoring at the advanced level. This data shows that there is a lot less movement across proficiency levels from first and second grade than from kindergarten to first grade. The third grade ELLs scores show 16% scoring at the beginner level, 31% scoring at the intermediate level, and 52% scoring at the advanced level. This data shows significant movement from the intermediate to the advanced levels and minimal movement from the beginner to the intermediate levels from second to third grade. The fourth grade ELLs scores show 23% scoring at the beginner level, 43% scoring at the intermediate level, and 34% scoring at the advanced level. This seems to indicate movement from the beginning to intermediate levels, but it also seems that less students are moving into the advanced levels from third to fourth grades. The fifth grade ELLs scores reflect 25% scoring at the beginner level, 36% scoring at the intermediate level, and 39% scoring at the advanced level. This indicates less movement from fourth to fifth grades across proficiency levels. It may also be noted that while a majority of ELLs scored at the advanced level in third grade showing significant movement toward English proficiency, that pattern is not maintained in the upper grades (fourth and fifth).

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

The Annual Measurable Achievement Objective (AMAO) data yielded can be used to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, ELA/math performance and progress, Regents exam results, and high school graduation year. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels.

The tool supports key stakeholders within school communities (superintendents, clusters, networks, school leaders, teachers, etc.) as they work to:

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning
- Document and share best practices across districts, clusters, networks, and schools
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Patterns across proficiencies and grades indicate that the ELLs and EPs in the Dual Language classes are performing at a higher level than both ELLs in the Freestanding ESL classes and the general student population. ELLs in Freestanding ENL classes are not performing as well as students in the general population and ELLs in the Dual Language program. ELLs in the Dual language classes are showing comparable results in tests taken in English when compared to tests taken in the native language, however they perform slightly better in tests taken in English.

b. School leadership and teachers are using the results of the ELL periodic assessments to differentiate instruction and form subgroups of students who may need more intensive instruction on specific modalities. In addition, the ENL Team has analyzed the NYSESLAT 2014 scores for each modality using the Scale Score (Attachment G) to determine the exact modalities for which the ELLs need the most support. Identifying the needs of these students will help them to receive more specific, targeted language instruction rather than receiving instruction on modalities that have already been mastered.

c. Data analysis of ELL Periodic Assessment results and the NYSESLAT 2014 scores reveal significant strengths and deficiencies of ELL students. ELL students, for the most part, require remediation in Listening and Speaking. However, they do make significant progress in these modalities, as they make further gains in English language proficiency. The ELLs home language is used to support their English language acquisition when needed in the Freestanding ENL program and as 50% of the instruction in our Dual language classes. ENL providers, as well as classroom teachers, use cognates and cultural experiences to scaffold instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).] From our Fountas & Pinnell and Words Their Way Assessments teachers decide if an ELL student may need to be in RTI. The classroom teacher will provide the ELL students with the necessary scaffolds for Tier 1. If the child does not show any progress the student is recommended to Tier 2. In Tier 2 the RTI provider will provide the student with intensive small group instruction. This instruction could

be tailored to meet the students phonics or literacy comprehension level based on the data collected. If the child does not show any progress in Tier 2 they will be recommended for Tier 3. During tier 3 the students will be provided with a small group intensive environment with the SETSS teacher. Again we will use the Fountas and Pinnell running record information to help guide instruction.

6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions. Data is utilized to guide instruction that is developmentally appropriate and targeted toward an area of need. The NYSESLAT and NYSITELL assessments are administered in order to measure ELLs second language development. Running records, periodic assessments, analyzed NYSESLAT data, teacher/student conferences, and teacher observations are also used as an informal measure of a student's second language development. All of these measures are used in order to place students in the appropriate setting so that they can receive the services for which they need and are entitled. In addition, a child who is a former ELL (FELL) will also receive .5 units of integrated ENL per week, along with additional support from RTI providers.
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?
 - a. English proficient (EP) students in Dual Language programs are assessed in their second language (Spanish) through the EL Sol (El Sistema De Observacion De La Lectura y Escritura), and the ELE Literacy Assessment every year. Conference notes in the different content areas, running records, on demand writing, and teacher observations are also utilized throughout the year.
 - b. The level of language proficiency in the second language (Spanish) for EPs is between Beginner and Intermediate throughout grade K-5.
 - c. In comparison to the students who are not in Dual Language classes, our EPs in Dual Language are currently out performing them on state and city assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL Program (DL and Free Standing ENL) is evaluated by reviewing the data collected by using a variety of formal and informal assessments. The formal assessments include the following: NYSITELL, NYSESLAT, El Sol, ELE, NYS ELA, NYS Math, and NYS Science. Informal assessments include but are not limited to the following: ELL Interim Assessments, conference notes in the different content areas, running records, on demand writing, and teacher observations.

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.
Our registration team consists of: Mr. Anthony Petrocelli, Assistant Principal/Registration Team Leader; Ms. Karen Pang, Assistant Principal/ESL; Therese Reyes, Pupil Accounting Secretary; Jorge Silva, Bilingual/ESL Coach; Clara Manzano, IEP Teacher; ; and Jessica Malaga, Parent Coordinator.
The team assists with the intake process of our newly admitted students. Parents of new registrants fill out the Home Language Identification Survey which identifies the languages spoken in the home along with what languages are understood, written, and read by the newly registered students. Native language support for parents and students can be given by several bilingual staff members who are fully bilingual in Spanish or Chinese and English. Certified bilingual (Spanish) pedagogues which include the Bilingual Coach, the IEP Teacher, then assist parents with completing the Home Language Identification Survey (HLIS) to identify the languages spoken at home. Along with the HLIS these same pedagogues then perform an informal oral interview in English and Spanish to further assess whether the child may be an English Language Learner (ELL). Parents are also interviewed in their preferred language in order to gather additional schooling information on the student. The children that are then identified as possible ELLs, because a language other than English is spoken in the home, are assessed by administering the NYSITELL exam within ten days of enrollment. Students who do not achieve a score indicating a commanding level in English are then identified as ELLs. If a student is a Spanish speaker and did not achieve a commanding score on the NYSITELL, he is then administered the Spanish LAB. This may be used for screening to see if Spanish is truly the dominant language. If a student is a reentrant to the DOE after two continuous years of not being in a New York State school student is processed the same way as a new admit, with a new HLIS completed and a new NYSITELL exam given if necessary. For students coming from a New York State public school, we contact the sending school to obtain the home language designation, NYSITELL (or LAB-R) and NYSESLAT results within two business days. This request is made for any student entering a NYCDOE school who has been enrolled in a NYS public school within the previous two years. These data must be placed in the student's cumulative folder and inputted into designated ATS screens. If the data are not received within 5 schools days

of enrollment, schools should conduct the ELL Identification Process as outlined within this section and treat student as new to NYS and NYC (category 1 as described on page 8). If the NYCDOE school receives ELL identification information from a previous NYS public school after it has implemented the ELL Identification Process, the NYCDOE school should input these data into ATS overriding its ELL identification results. Schools have 30 school days (from initial enrollment) to input these data after which, subsequent receipt of ELL identification results will not be accepted. If the student is an ELL and has a home language of Spanish, skip to Step 4 (administration of the Spanish LAB). If the NYS public school indicates the student is an ELL, the school must provide the parent orientation meeting (see page 18).

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).

Students with interrupted formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. If upon completion of the Home Language Identification Survey the parent indicates that the students prior schooling was incomplete, meaning two or more years below grade level, then we identify the student as a possible SIFE. If we suspect that the student is a possible SIFE, we would follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are newly identified ELLs, and are in grade 3-9, and are at the beginner/entering or low intermediate/ emerging level of proficiency as indicated by the NYSITELL. The process involves administering the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administering the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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 newly enrolled student comes with an IEP, NYSITELL eligibility is must be based on the determination of the Language Proficiency team (LPT). This team consists of Jorge Silva, Bilingual/ENL Coach; Karen Pang, Assistant Principal for ENL; Ivelisse Hernandez, Assistant Principal for Special Education; Clara Manzano, IEP Teacher; and the student's parent of guardian. Mr. Silva serves as interpreter for Spanish speaking parents upon request. Dan Dan Lin, ESL teacher, serves as interpreter for Mandarin speaking parents upon request. These procedures must be used for initial entry into DOE schools or reentry after 2 years . The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following: the student's history of language use in the school and home or community; and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to Mr. Jerry Brito, principal for review • The principal must accept or reject this recommendation . If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability.

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.

Entitlement letters are distributed to all ELL students by Jorge Silva, the Bilingual ENL Coach. Copies of these letters are made and kept on file in the data room. Newly identified students are sent an initial entitlement letter, which also invite parents to an orientation

session. Parents fill out the Parent Survey and Program Selection forms at the end of this orientation with the help of the certified pedagogues previously identified. Parents who cannot attend the orientation session are contacted by the Bilingual ESL Coach and invited to come in to a one on one session where the parent program options are explained and where they can then fill out the selection form. Parents who cannot attend a one on one session are informed that the selection form will be sent home with the student to be returned to the classroom teacher as it is completed. As the Bilingual ENL Coach receives the completed Parent Program Selection Forms they are copied. The copies are placed in a binder and secured. Originals are placed in the student's cumulative folders. Students who have not reached English proficiency according to the annual NYSESLAT exam a continued entitlement letter. Students scoring at the proficient level according to the NYSESLAT will receive a letter indicating that they are no longer entitled to being serviced by an ELL program. The NYSESLAT is given during the spring to all eligible ELL students and assesses all four language modalities: speaking, listening, reading, and writing.

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

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. A parent is informed of this right upon receiving a parent notification letter. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian ; a student's teacher (if the teacher's request includes written consent from the parent or guardian).

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

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 ten days of enrollment , parents of newly identified ELLs are entitled to fill out a Parent Survey and Selection Form in which parents select from three different programs; Transitional Bilingual Education, Dual Language, or Freestanding ENL. During this time, a parent orientation is provided. Letters identifying children eligible for ELL services are sent to the parents of newly registered ELLs inviting them to this orientation. This orientation is provided by the following pedagogues: Jorge Silva/ Bilingual ENL Coach, Kelly Osso/ ENL teacher, Millie So/ ENL teacher, Peter Heinz/ ENL teacher, Dan Dan Lin/ ENL teacher. Additional ongoing orientation sessions are held throughout the year. All program placement options which include Transitional Bilingual Education, Dual Language, and Freestanding ESL are presented to the parents at this orientation in English, Spanish (by Jorge Silva bilingual in Spanish), and Chinese (by Dan Dan Lin bilingual in Chinese). The meeting focuses on familiarizing the parents with the New York City school system and explaining ELL program options. Videos available on the NYC Department of Education website provide information, in various languages, on all three program models. Pedagogues then assist parents in filling out the Parent Selection form giving support in their native language when necessary. When a language other than Chinese or Spanish is needed teacher call the DOE's translation service to assist parents. If a parent chooses the Transitional Bilingual Education program they are then informed that this is not offered at our school. If they want this program for their child, the parent coordinator will then help them to find a school where it is offered. If a parent chooses the Dual Language(Spanish/ English) program and the class is currently full, the parent is informed that the child will be put on a waiting list until space is available. The Bilingual ENL Coach and the Parent Coordinator carefully monitor the Dual Language classes and will reach out to parents who have placed their child on a waiting list when a spot becomes available.

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.

Entitlement letters are distributed to all ELL students by Jorge Silva, the Bilingual ESL Coach. Copies of these letters are made and kept on file in the data room. Newly identified students are sent an initial entitlement letter, which also invite parents to an orientation session. Parents fill out the Parent Survey and Program Selection forms at the end of this orientation with the help of the certified pedagogues previously identified. As the Bilingual ESL Coach receives the completed Parent Program Selection Forms they are copied. The copies are placed in a binder and secured. Originals are placed in the student's cumulative folders. Students who have not reached English proficiency according to the annual NYSESLAT exam a continued entitlement letter. Students scoring at the proficient level according to the NYSESLAT will receive a letter indicating that they are no longer entitled to being serviced by an ELL program. The NYSESLAT is given during the spring to all eligible ELL students and assesses all four language modalities: speaking, listening, reading, and writing.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents who cannot attend the orientation session are contacted by the Bilingual ESL Coach and invited to come in to a one on one session where the parent program options are explained and where they can then fill out the selection form. Parents who cannot attend a one on one session are informed that the selection form will be sent home with the student to be returned to the classroom teacher as it is completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are distributed to all ELL students by Jorge Silva, the Bilingual ESL Coach. Copies of these letters are made and kept on file in the data room.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Jorge Silva, the Bil./ENL Coach retains all ELL documentation including HLIS, entitlement and non-entitlement , copies of NYSITELL and Spanish LAB exam,s and copies of parent selection forms in separate binders where they are secured in a locked cabinet. Each year these binders are transferred to a secure closet.
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 NYSESLAT is administered annually to all English language learners in Grades K–5. ATS reports are used to determine NYSESLAT eligibility. Last year the grade bands were K, 1-2, 3-4, and 5-6 for our school. Each grade bands assesses four language modalities: Speaking, Listening, Reading, and Writing. Speaking subtest materials will arrive in schools in a separate shipment, earlier than other test materials. The Speaking subtest must be administered to students individually at a location separate from other students. Scoring is done at the time of administration. The Listening, Reading, and Writing subtests must be administered to groups of students in three different sessions. Our school chooses specific dates and times from a state given window. Self contained classes have the test administered by the classroom teachers. Students receiving push in services will be picked up in designated groups by ENL teachers and tested in a pre-arranged location. All standardized testing procedures are followed. The make-up test dates are any dates that remain in the primary administration period. The NYSESLAT is an untimed test. Scoring for the open ended questions in the writing subtest wil be performed locally within the school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement and transitional support letters are distributed to all ELL students by Jorge Silva, the Bilingual ENL Coach. Copies of these letters are made and kept on file in the data room. Newly identified students are sent an initial entitlement letter, which also invite parents to an orientation session.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The majority of parents this year have requested the Freestanding English as a New Language program which is designed to develop skills in listening, reading, speaking, and writing in the target language. The Dual language program offered in Kindergarten through fifth grade has been requested by many parents in our school community. Program models offered in our school are aligned with parent requests. The majority of our parents request the Freestanding ENL Program. Due to parent requests, Dual Language classes are offered in all grades. The Bilingual ENL Coach monitors parent choices according to the Program Selection form and students are placed accordingly. So far, parents have not requested the Transitional Bilingual Program. Parents who have expressed interest in the TBE program have not selected it because it is not offered at our school and it would be a hardship for their children to attend a school where it is offered. Because there has been a significant amount of newcomer ELLs who would benefit from a TBE program at our school, and the reason parents don't ultimately choose it is because it is not offered at our school, opening TBE classes in the future is being discussed.

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.

Our freestanding ENL program delivers instruction to ELLs in two different formats; ENL Push in/Co-teaching; and Self - Contained ENL Classes. The ELL students serviced by the ENL Push-in/Co-teaching model receive instruction for the mandated units of study through according to their proficiency level through a collaborative co-teaching approach where the classroom teacher and ENL provider integrate ENL strategies in the content area and in addition provide stand alone ENL instruction for Entering and Emergent students. The ELL students serviced in the ENL self contained classroom setting receive all instruction by a dually certified ENL classroom teacher. In this format, the teacher provides ENL strategies throughout the instructional day in the various content areas. The students in these classes are Transitioning to Commanding according to their proficiency levels. Stand alone ENL instruction is also provided to when differentiating for students who need the additional support.
 - b. TBE program. *If applicable.*

Currently we do not have a TBE program in our school.
 - c. DL program. *If applicable.*

DL classes consist of two classes on each grade. The teachers employ a side by side model where both classes on the grade switch every other day between Spanish and English. The Spanish instruction is delivered by a certified bilingual common branch Spanish teacher and the English instruction is provided by a certified common branch teacher. One of the classes is made up of ELLs who are Spanish speaking students with a strong foundation in their native language or English and who scored at a Transitioning to Commanding level on the NYSESLAT or NYSITELL. These students are also serviced by the ENL Push-in/Co-teaching model receive instruction for the mandated units of study through according to their proficiency level through a collaborative co-teaching approach where the classroom teacher and ENL provider integrate ENL strategies in the content area and in addition provide stand alone ENL instruction for Entering and Emergent students. The other of the classes is made up of Non-ELLs whose parents have expressed a desire for them to achieve proficiency in both languages. The non-ELLs can be from Spanish speaking homes, or from homes where English or another language is spoken primarily.
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)?

Students in ENL and DL classes who scored at the beginner level on the NYSESLAT receive the required 180 minutes standalone ENL per week and 180 minutes of integrated ENL/ELA per week. Students in ENL and DL classes who scored at the low intermediate/emerging level on the NYSESLAT receive the required 90 minutes standalone ENL per week and 180 minutes of integrated ENL/ELA per week. Students in the ENL classes who scored at the intermediate/transitioning level on the NYSESLAT receive the required 0 minutes standalone ENL per week and 90 integrated ENL/ELA per week. Students in ENL classes who scored at the advanced/Expanding level on the NYSESLAT receive the required 0 minutes in standalone ENL per week with the 180 minutes per week of ENL/ELA or other content area. Students in freestanding ENL programs who scored at the proficient/commanding level on the NYSESLAT receive the required 0 minutes standalone in ENL as well as a minimum of 90 minutes intergrated ENL/ELA or other content area.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual language students received content area instruction in both English and Spanish. Kindergarten students in Dual language receive one 45-minute period each week of Science and Social Studies as do student students in first, second and third grades. Instructional language varies with a side by side model of English and Spanish on a daily bases. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish where students are instructed also using the ReadyGen and Go Math programs. Students receive ten 45-minutes periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students who receive one 45-minute period each week of Science and one 45-minute period each week of Social Studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side by side method. Science and Social Studies instructional time allocation each week conforms to CR Part 154 requirements. Students in the English As A Second Language classes receive the same number of minutes per week of these content area instruction. Math and ELA instructional time allocation in ENL classes is two 45-minute periods per day within

the Ready Gen and GoMath program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

PS 143 ELL students are evaluated in Social Studies and Science in their native language for unit exams and state exams as the ELL students are transitioning from their native language to English. ELLs in the DL program are also assessed once a year through the ELE State Exam. Our Dual Language ELL students are also evaluated in literacy with running records in their native language.

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

Our ELL's are evaluated in Literacy using the Fountas and Pinnell Benchmark Assessment systems which evaluates students in Accuracy, Fluency, Comprehension and Writing. Our ELL's are also evaluated in Writing with their classroom teacher writing task using the HEISS rubrics. Our ELL's are evaluated in Math using our Beginning, Middle and End of the Periodic Assessments. Our ELL's are also evaluated in Math with their classroom teacher end of the unit assessments. All assessments are aligned to the CCLS.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Currently, we have no SIFE students. However, AIS programs and interventions are available should any SIFE students be enrolled throughout the school year. In addition, teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students' needs. ENL and AIS teachers could push-in to provide additional support for these students. At-risk counseling would be provided by our Guidance Counselor, Intervention Specialist and Parent Coordinator.

b. Newcomers with less than three years in the U.S. are generally placed in a push-in program or a self-contained ESL class at the parent's request. We are using the On Our Way to English program; this program offers an intensive guided reading program for newcomers. The ENL providers and classroom teachers will utilize these programs to help our newcomer students. Newcomers have access to books in their native language. They also use glossaries, word to word dictionaries, translated computer software, picture dictionaries and multicultural text. They are further supported through partnership and buddy systems.

c. AIS services including remedial reading programs such as Wilson, Words Their Way, Foundations, Reading System, and Imagine Learning for ELLs who have been receiving services for four to six years. In addition, these students are invited and encouraged to attend all remedial ELA and Math Before and After School Programs as well as Saturday Academy programs.

d. Currently, we have no long term ELLs (over six years). However, if any were to arrive during the school year, we have AIS teachers in place to provide intensive remedial support using a variety of programs. In addition, these students would be invited and encouraged to attend all remedial ELA and Math before and after school programs as well as Saturday Academy programs.

e. Former ELLs are invited to all the programs that are ELL students are involved in. Former ELLs are identified and assessed carefully to make sure that they get continued support if they require it. ENL providers make room in their schedule to provide support to for former ELLs. Testing accommodations are made for former ELLs along with current ELLs accordingly.

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.

Assign qualified and trained staff will manage both the initial and Re-identification Process. If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT. To ensure the student's academic progress has not been affected by the re-identification, periodic benchmark assessments will be monitored by ENL teachers, classroom teachers, and administration (formative and summative assessments).

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?

Our ELL - SWD will use the ReadyGen and GoMath programs. Both programs provide scaffolds for ELL's and SWD. Our ENL providers will use On Our Way to English guided reading program for their push in/pull out small group instruction. Our Self-Contained classes will be provided with On Our Way to English whole group program to the entire class throughout the week.

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?

The special education team meets to discuss the present levels of performance for each student who has an IEP. Based on the child's performance they are then flexibly programmed throughout the day to participate in the General Ed curriculum alongside

Chart their non-disabled peers. This consists of students in multiple settings throughout the day, ie. 12:1:1 for math and ICT for ELA.

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(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

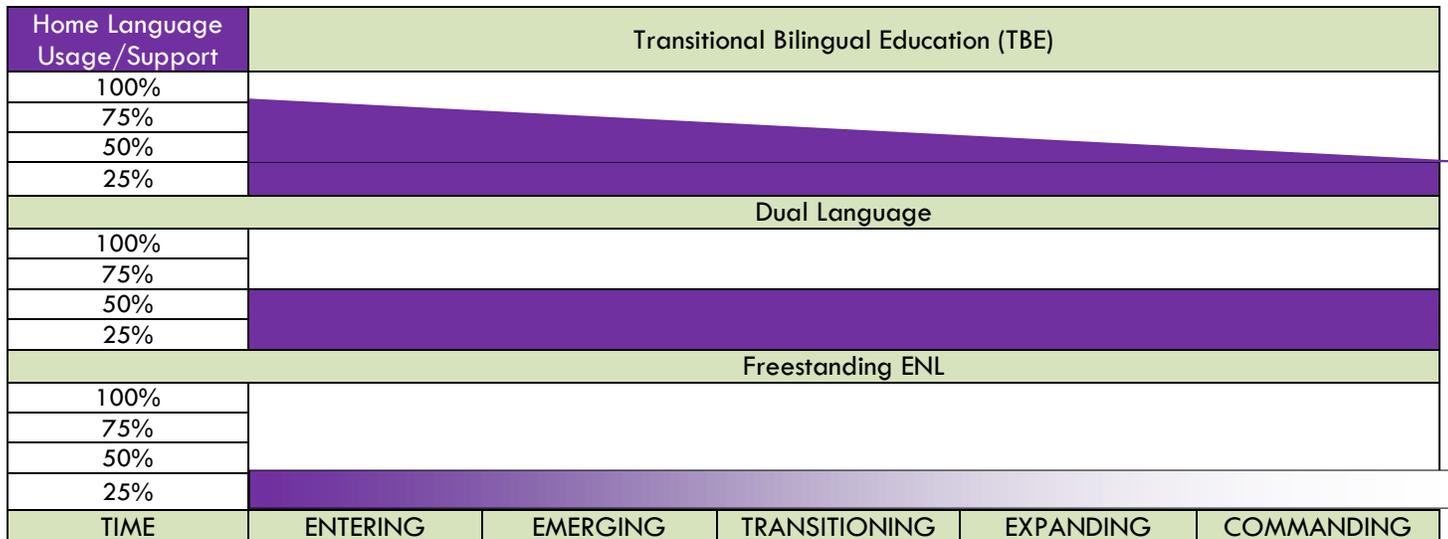


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. To provide support and strengthen instruction for our ELL population, we have implemented the following programs: The morning program focusing on reading and language acquisition, Extended Day Program focusing on language development acquisition through literacy, Saturday Program focusing on math, language development and acquisition through the use of literacy. Additional support is provided by push-in ESL/AIS teachers. The 37-1/2 minute period tutorial is also available for the ELL population students. The following technology programs are utilized: Imagine Learning (English, Spanish, Chinese), Pearson Success Maker, Rosetta Stone.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The effectiveness of our ENL program, On Our Way to English (OWE), will be based on their previous year NYSESLAT scores, ongoing running records and teacher conferencing notes. Struggling students are identified based on OWE Assessments and are subsequently referred for the RTI or the Morning Program (Journeys). Students who need enrichment will be invited to the After School Program (Mathematical Olympiads for Elementary and Middle Schools) or the Saturday Program (Write Traits). Our RTI programs, Foundations and LLI, will be evaluated based on Foundations assessments and LLI running records, respectively. The effectiveness of our Journeys program will be based on the Journeys program assessments as well as ongoing running records. The effectiveness of our MOEMs program will be evaluated by their individual contest scores as well as Go Math Benchmark assessments and Performance Based Tasks. The effectiveness of Write Traits will be evaluated based on the Write Traits writing tasks as well as performance based assessments.

Our ELA program, ReadyGen, will be evaluated based on Fountas and Pinnell running records, end of the unit tasks, and performance based assessments. The effectiveness of our Math program, Go Math, is based on the data collected from the Beginning, Middle and End of year data, as well as Performance Based Tasks from Go Math. Both ReadyGen and Go Math provide scaffolds for our ELLs.

12. What new programs or improvements will be considered for the upcoming school year? Morning and after school programs will be continued for the upcoming school year. Programs used include On Our Way to English (Regular School), Journeys (Morning Program), and Write Traits (Saturday Program) as detailed in our Title III. ENL push-in teachers will be servicing classroom teachers multiple times a week to include both stand alone (On Our Way To English) ENL and integrated ENL/content area instruction (Go Math, etc.)
13. What programs/services for ELLs will be discontinued and why? We are currently not discontinuing any programs and/or services. Note that due to construction on Saturdays, there will not be any Saturday Programs in the building 2015-2016. The programs used for Saturday Program will be scheduled for morning and/or after school times.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All school programs offered to non-ELL students are also offered to ELL students. These include Saturday ELL Academy, Before and After School Remedial Programs, Enrichment Programs such as Theater/Drama, Art, Music, Dance, Dance Festival, The Casa Theatre group and Ballroom Dancing which are afforded to the entire school population.
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.

To provide support and strengthen instruction for our ELL population, we have implemented the following programs: The morning program will focus on reading and language acquisition (Journeys), After School/Saturday Program will focus on language development acquisition through literacy and (Write Traits and MOEMs, respectively). Additional support is provided by push-in ESL/RTI teachers. The following technology programs are utilized: Imagine Learning (English, Spanish, Chinese) and Rosetta Stone.

16. How is home language support delivered in each program model (DL, TBE, and ENL)? Our Dual Language classes will serve both ELL students in need of English language development and English-proficient students who are interested in learning and/or improving the target language (Spanish). Our program is designed to continue developing students' home language, as well as English skills while supporting English-proficient students in learning Spanish. Through their interactions and language support, each group will provide a role model for language development.

The Dual Language model adapted by our school is the side-by-side, alternating-day in which the students will receive 50% of their instructional time in one room with a Spanish language immersion teacher who will only use the target language. The remaining part of the instructional time will be with a teacher who instructs only in English in another room. Our teachers generally teach exclusively in one language to two groups of students. Language is taught through content areas as well as through literacy (Go Math and ReadyGen Curriculums are taught in English and Spanish). The goal of our program is to develop grade-level-appropriate, bilingual, biliterate and bicultural academic skills in both English and Spanish for all students.

Native language support may be given in Free Standing ENL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning and Rosetta Stone also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.

ENL services are provided through self contained ENL classes and push in models. Home language support is provided based on students needs in both models. Imagine Learning (computer based program) and Estrellita (phonics program in native language) are programs used to support the home language to these students. Materials are provided to students in their home language as needed. The Go Math program has materials available in home language. In regard to ReadyGen, supplemental materials are used in students home language as needed.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required support services and resources for ELLs are determined according to the individual students' grade and ability as indicated by their NYSESLAT results. AIS providers also support students according to their individual needs. Student peers provide assistance to students who speak the same language when possible
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).
Parents of newcomers are invited to the Jump Start Program before the beginning of the school year. The goal of this program is for parents of newly enrolled ELLs and the students themselves to become familiar with the program options and the staff members. Students are invited to the Summer Enrichment for ELLs to enhance language acquisition. The parent coordinator will also provide ESL classes to parents in the mornings and on Saturdays. Newly enrolled students will receive Estrellitas by an ENL provider.
19. What language electives are offered to ELLs?
N/A
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)?

a) EPs and ELLs will receive the same amount of instructional time in the target language based on the side-by-side model of instruction of the Dual Language classes. The language used for instruction is broken down by a 50/50 ratio. Fifty percent of classroom instruction is provided in English and fifty percent of classroom instruction is provided in Spanish. Content and literacy instruction are provided to all students in both languages.

b) EPs and ELLs are integrated throughout the entire school day and year. All content areas are integrated within the daily instruction schedule so that EPs and ELLs are acquiring academic and social languages in both simultaneously.

c) In the side-by-side model, two groups of students receive instruction from two teachers – a Bilingual (Spanish) teacher and a common branch teacher. Each class alternates teachers and classrooms who use a specific language of instruction for the entire school day. For example, group A will receive instruction in English from the English language teachers in his/her classroom while group B will receive instruction in Spanish from the Spanish language teacher in his/her room. The next day, group A and B will switch. Through this model, each group alternates English and Spanish days. All content areas are taught in both languages on alternate days.

d) In the side-by-side Dual Language model used in our school both languages are taught simultaneously to each class from Kindergarten to Fifth Grade

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.)
Professional development is an ongoing endeavor for all ELL personnel and is provided throughout the school year by district officials, the Principal, Assistant Principals, Coaches and other ENL teachers. ENL teachers attend professional development provided by the OLL, NYS Spanish BETAC, Center for Applied Linguistics (CAL), Hunter College. Professional development is also provided in-house during Faculty Conferences, Grade Conferences, and Professional Development time (Mondays).. For every professional development, agendas and sign-in sheets are kept in a file. The Bilingual ESL Coach attends bi-weekly PD sessions offered by the network on Common Core learning standards, working with SIFE students, how to identify ELLs, RTI, complex and frustration-level texts, and bilingual common core progression. Subsequently, The Bilingual ESL Coach turnkeys this information to ENL and DL teachers at a weekly meetings.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are currently using On Our Way to English, which is a new program for ELLs in K-5. It is aligned with the Common Core Learning Standards. This program provides ongoing support throughout the year. In addition, ReadyGen and Go Math have sections designed to support the ELLs. The ENL Coach also provides professional development to align current programs to the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance department provides orientation for our ELLs who are being promoted to middle school. Depending on the needs of individual students, guidance personnel will provide private counseling to students being promoted to middle school. Our bilingual Guidance Counselor does parent outreach throughout the school year to aid families with this transition. The Parent Coordinator also gives workshops on school choices available to children.
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.
All staff receive 7.5 hours of ELL training during the current school year from in-house and from outside organizations such as New York University, Museum of Modern Art and SBETAC. Teachers provide agendas and literature that were obtained at these workshops. Records of this training are maintained by the Bilingual ENL Coach.

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?

A schedule will be made to meet parents after school on the parent involvement time allotted for Tuesdays.

2. Parents will be sent letters of appointment for these meetings and a signed record of matters discussed will be kept on file with the Bil./ENL Coach.

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

Paste response here:

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

The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including ELL parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including ELL parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

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

The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including ELL parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

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

Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Club to teach the parents how to assist the children with homework.

D. Additional Information

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

Paste response here:

School Name: _ **School DBN:** _

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q143**

School Name: **Louis Armstrong Elementary**
Superintendent: **Madeline Chan**

Before you begin, please check the following:

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

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

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

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

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

Upon arrival at our school to register a child, parents are required to complete a Home Language Identification Survey (HLIS) to determine the languages spoken in the home. On this form a parent may indicate the language that they would prefer to communicate in, both orally and through written correspondence. The HLIS is available in a number of languages, so parents can complete it in their preferred language. An oral interview is also administered by Mr. Jorge Silva or Ms. Clara Manzano, both who are certified bilingual pedagogues. If translation services are required in order to help the parent fill out the HLIS in Spanish, either Mr. Silva or Ms. Manzano are available to translate. If translation services are required in another language, we enlist the aid of the DOE Translation/Interpretation unit to translate by means of a telephone conference call. Translation and interpretation needs are also assessed during the ELL parent orientation meeting and beginning of the year PTA meetings. The Parent Coordinator, Evelyn Roldan, or the Bilingual/ESL Coach, Jorge Silva, will then communicate these needs to the administration and to the school community.

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.

A majority of the parents in our school require translation services in Spanish, both orally and through written correspondence. A much smaller, but growing, number of parents require translation services in Chinese, both orally and through written correspondence. A very few require translation services in Arabic, French, and French Creole. These findings were assessed through the HLIS form, during parent

gatherings, and through conversations with school staff. This information was disseminated to our school community through our Parent Coordinator, Bilingual/ESL Coach, our PTA, Guidance Counselors, and other staff members who interact with parents and students.

Part B: Creating a Communications Calendar

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

Documents that our school typically disseminates every year that require translation are as follows: Eligibility for ENL Service letters (within the first 10 days of school); Continuation of ENL Service letters (within the first 10 days of school); Discontinuation of ENL Service letters (within the first 10 days of school); Non-Eligibility of ENL Service letters (within the first 10 days of school); Welcome Letter (first week of school); letters for after-school programs (October); trip permission forms (as needed); and Parent/Teacher Conference letters; testing information letters (October).

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.

The face to face meetings with parents will be as follows: Parent/Teacher Conferences in September, March, and May; ongoing individual meetings with parents of ELLs (various dates from May to June); Parent Selection Orientation in September (within the first 10 days of school).

Part C: Providing Language Assistance Services

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

P.S. 143 provides necessary written translation services to all parents in order to ensure that they are provided with appropriate and timely information. Correspondence, report cards, surveys, and important documents related to our students' educational needs are translated into Spanish by several members of our bilingual staff. Documents to be translated into languages other than Spanish are done so through

the use of the DOE Translation and Interpretation Unit. All translated documents are approved by the Principal prior to distribution.

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

P.S. 143Q has a number of highly qualified, bilingual (Spanish speaking) professionals which include the Principal, several Assistant Principals, Guidance Counselors, the School Psychologist, the School Social Worker, the Parent Coordinator, the Bilingual/ESL Coach, and classroom teachers that can provide translation in Spanish to the parents who require it. In addition, we use the Audio Resource Group (ARG) electronic translation system during large group parent gatherings and meetings.

Part D: Training Staff on Policies and Procedures

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

A professional development session will be conducted at the beginning of the year by Jorge Silva, the Bilingual/ENL Coach, to explain the schools translation and interpretation policy and how to utilize these services. The Translation and Interpretation Brochure, Language Identification Guide, and Language Palm Card will be distributed to all staff members at this session.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Translation and Interpretation policy will be introduced to parents as follows: at the Parent Selection Orientation session; during the individual ELL parent conferences; and Parent/ Teacher Conferences. This information will also be sent home in letter form at the beginning of the school year.

Part F: Monitoring and Quality Control

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

The school will disseminate a written parent survey to be handed out at Parent/Teacher Conferences as to the quality and availability of translation services.