

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

**DBN: (i.e. 01M001):**                    **27Q155**

**School Name:**                            **P.S. 155**

**Principal:**                                **GREGORY JACOBS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ronald H. Brown School School Number (DBN): 27Q155  
Grades Served: Pre-K, Kindergarten, 1, 2, 3, 4 and 5  
School Address: 130-02 115<sup>th</sup> Avenue, South Ozone Park, NY 11420  
Phone Number: 718-529-0767 Fax: 718-529-0773  
School Contact Person: Gregory Jacobs Email Address: GJacobs@schools.nyc.gov  
Principal: Gregory Jacobs  
UFT Chapter Leader: Wandra Blocker  
Parents' Association President: LaToya Mason  
SLT Chairperson: Melanie Collins  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Doris Nesmith  
Student Representative(s):

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11420  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: 718-642-5770 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11420  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: 917-520-6743 Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gregory Jacobs	*Principal or Designee	
Wandra Blocker	*UFT Chapter Leader or Designee	
LaToya Mason	*PA/PTA President or Designated Co-President	
Terry Hill	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	
Melody Leib	Member/ Assistant Principal	
Jason Koo	Member/ Assistant Principal	
Melanie Collins	Member/ Teacher	
Grace Youmans	Member/ Teacher	
Gracey Brunson	Member/ Parent	
Abiola Semple	Member/ Parent	

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

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

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

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

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

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

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



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Ronald H. Brown School is an elementary school located in the heart of South Ozone Park. We are not only a school in the community but a community school. We service 576 scholars from grades pre-k through 5<sup>th</sup> grade. Our diverse population of scholars and staff members is what makes our school successful. The knowledge shared and values we learn from one another makes each individual stronger and the expectation to thrive to be college and career ready more defined. The current population of students consists of 30% Asian, 28% Black, 20% Hispanic, 2% White, and 20% other. Our English Language Learners make up 5% of our population and our Special Education students make up 14%. 95% of our students are eligible for free-lunch.

### **Our mission statement:**

We the staff, parents, and students of the Ronald H Brown School commit ourselves to a high standard of academic, social, emotional, and physical excellence. This message is a part of our morning announcements each day and a message that is embedded in every activity throughout the school day. This message also is related to our School-Wide focus for this past year: providing enrichment opportunities that enhance the learning and heighten character development to the whole child (academically, socially, emotionally and physically).

**Character Development/ Principal's Book of the Month/ Student of the Month:** Develop and strengthen student's personal and social responsibilities. Positive character traits are taught and enhanced through the Principal's Book of the Month. Students are encouraged to exhibit and apply these character traits to their everyday lives, while they reflect and respond to a task. Students faced with socio-emotional challenges engage in ongoing, dynamic character building lessons with the support of the guidance counselor. Students with exemplary character are honored as Student of the Month. Partnerships include: Queens College, Queens District Attorney Office and other agencies.

**The RICH Program and 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade Leadership Teams & Service Learning:** Programs focus to promote College and Career Readiness via lessons related to building positive character, development of leadership skills, high academic and behavioral expectations by way of engagement in community service and team projects. The Leadership Teams serve as the representatives for the school. The students began a *Student Voices Matter* box. There is a place where students can put their questions and or concerns. The Leadership Team reviews the forms and generates a school student survey and/or brings the concerns to the administration. Partnerships include: Penny Harvest, The River Fund, and Habitat for Humanity.

Partnership with **Project Boost** has been a program which supported our scholars who were at the cusp of proficiency in grade 4. These scholars engaged in curricular, hands on experiences and toured academically rich landmarks to support and promote their love of learning.

**Reading Rescue** an intervention support program designed to push our struggling 1<sup>st</sup> grade students has been an empowering and self-motivating experience. This program has enhanced the love of learning for our 1<sup>st</sup> grade scholars while increasing parent involvement and empowering our para professionals with the opportunity to act as the program coordinator and having a stake in the educational growth and well-being of a child. We have had parents speak to our parent population in regard to recruitment of parents and the research that supports this program. Parents and para-professionals have also facilitated a professional development workshop to provide strategies to our pre-k through grade 2 teachers to further develop their knowledge of a teaching a child to read.

**Cluster Enrichment Activities** have increased parent involvement and strengthened student participation while enhancing our ELA program. Our cluster teachers, music, art, technology, library, and physical education have developed curriculum maps that support our ReadyGen curriculum and have also provided opportunities for parent involvement. This year our parents were able to experience the talents of our scholars through a Science Fair in which all grades participated in a hands-on experiment, an Art Gallery, musical performances, and project based learning activities as part of the library program. In order to support our school wide focus we have pushed the rigor in all of the cluster classrooms and have devoted our time to establishing the child as a whole. This year we will also be implementing the **Renzulli Program** which is an enrichment program which provides learning opportunities unique to each individual. These experiences are real world applicable and academically based.

**Partnership with CUNY Technology Initiatives:** To advance student learning with the use of technology the school has partnered with CUNY for support in training on the most up to date technology and programs available. I- Ready, Safari Montage, Achieve 3000, Imagine Learning, and Study Island are some of the programs we use to support our learners. I-Ready a differentiated learning program was purchased for ALL scholars in grades 2-5 in both ELA and math. A workbook version was purchased for all grades which included our grade K and 1 scholars.

### **Curriculum Maps**

Our maps are the blueprint for learning at our school. They are a living document and are continually updated to reflect current best practices and nuances as needed. Project Based Learning has been an emphasis this year and these projects haven now been embedded into the maps. As a push to include HOT questions, the teachers worked collaboratively to revise the ReadyGen and Go Math questions to reflect the critical thinking skills as part of Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrix, and Bloom's Taxonomy.

### **Data**

Data has been an open book. Data is shared amongst classroom teachers, and grades. Monthly data talks with administration allow teams to discuss strategies and discuss the strengths and challenges for their scholars and for any curricular or pedagogical deficiencies. Data is streamlined into specific tracking sheets for ALL assessments. The data is analyzed and compared across grades and across units. Daily checkpoints in both ELA and math help in the close of achievement gaps for the specific units. This is what drives the updates to our curriculum maps. This data is also shared with the parents following each meeting.

### **Parent Involvement**

This year we have made increasing parent involvement a priority. We have the monthly PS 155 Gazette which includes articles from all grades including special service providers, the guidance counselor, clusters, scholars, and administration. These articles include the current topics scholars are studying along with strategies parents can use to help support their child at home. We have a PS 155 website which allows immediate communication to parents of upcoming events, news, and calendar information. In order to support the home-school connection we have provided training to the parents in Khan Academy and LearnZillion which are web based resources in math and ELA. These sites provide tutorials on current concepts to reinforce the learning that is taking place in our school for all grades.

### **Challenges/Focus**

The challenge at PS 155 for this school year is to deepen the use of questioning in our classrooms in all subjects and continue to improve on our student to student discussions. We have built into our curriculum maps a minimum of two higher order questions in ELA and have adapted questions in Go Math to be reflective of the HOT questions posed in the chapter test. In both ELA and math, the teachers will revise their quickchecks (daily assessment) to be more indicative of the ELA, PBA and math chapter test. The teachers are using the backward design model to identify the skills needed to be successful on these assessments. While the use of questioning and discussion has improved, there is still room to grow in this area. Teachers have begun to move beyond the turn and talk strategy and are ready to move forward and

act as a facilitator of a discussion. We have sound systems in each classroom to help support this best practice. For the 2015-16 school year our focus is to heighten the use of questioning to allow students to initiate higher order questions and provide them with opportunities to extend the discussion by challenging one another's opinion. With a team of educators sharing best practices, reflecting on their practice and keeping abreast of educational nuances, we follow the motto we share with our scholars, never give up!

## 27Q155 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	575	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		87.5%	% Attendance Rate	94.0%
% Free Lunch		86.8%	% Reduced Lunch	8.0%
% Limited English Proficient		6.0%	% Students with Disabilities	13.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		9.7%	% Black or African American	30.6%
% Hispanic or Latino		20.1%	% Asian or Native Hawaiian/Pacific Islander	35.8%
% White		1.7%	% Multi-Racial	2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.16	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		29.1%	Mathematics Performance at levels 3 & 4	33.3%
Science Performance at levels 3 & 4 (4th Grade)		73.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

The school adopted the Go Math Program for grades K-5 in September 2012. The program is aligned to the Common Core and students have shown growth from 2013-2014 on the NYS Math Exam. However, there are still gaps that need to be addressed.

The 2013 -14 School Quality Guide reveals the following:

- 33% of students met standards on the 2014 NYS Math exam
- the proficiency average score of the school was 2.7 out of 4.5 on the 2014 NYS Math exam
- Math progress results indicate that all grades performed below Queens and citywide expectations.– earning 8.2 points out of a possible 16.7 points indicated on the 2014 NYC School Quality Guide

To address this concern curriculum maps will be updated using a backward design to review the test and task for each chapter. Then modify the Quickchecks so that they align more accurately to the assessment. Then identify lessons where students modeled mastery and see which lessons can be collapsed together. Also, identify lessons where students struggled and expand the time frame for those lessons as well as develop scaffolded instruction to prevent future drop off.

### 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, eighty (80%) percent of students will demonstrate an eight (8%) percent increase in math achievement as measured by pre-post assessments embedded in the Go-Math instructional program.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Identified students receive academic Math intervention during and after school. In addition one F-status Math coach will support identified students to provide additional help in deficient areas.</p>	<p>Students in grades K-5.</p>	<p>September 2015 – June 2016.</p>	<p>Teachers and Administrators.</p>
<p>Math enrichment will be provided to students during class and in the form of enrichment packets.</p>	<p>Students in grades K-5.</p>	<p>September 2015 – June 2016.</p>	<p>Teachers</p>
<p>Teachers and administration will work collaboratively with parents to improve student outcomes, by utilizing the flip classroom model, hands-on Math workshops and instructional website (Think Central) to help parents support their children with additional strategies for Math.</p>	<p>Students in grades K-5, Parents and teachers.</p>	<p>September 2015 – June 2016.</p>	<p>Teachers and Administrators.</p>
<p>ELL &amp; Students with Disabilities will receive additional Math support during the school day and after-school.</p>	<p>Students K-5. ENL and students with disabilities.</p>	<p>September 2015 – June 2016.</p>	<p>Teachers and Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Go Math Program including the embedded assessments and supplemental resources, Smart Boards, Think Central, , ESL Teachers, Laptops/IPad, I-Ready Program Software &amp; Professional Learning sessions &amp; Go Math teacher training.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	SIG/SIF		PTA Funded		In Kind			Other

**Part 5 – Progress Monitoring**

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

By February 2016, 75% of the students will demonstrate 4% increase in Math achievement as measured by pre & post assessments from the Go Math Program.

**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 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

### Part 1 – Needs Assessment

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

Based on the 2014-2015 School Quality Snapshot, 29% of students met State standards on the New York State ELA exam. The average score at the school was 2.6 out of 4.5. It is important to note that the school scored below the city average and on par with the district average of 29%. The 2015 NYC Performance Assessment results indicated that while most students were able to read and cite evidence from texts, their introduction/conclusion and development of the writing task were below standard.

The 2014-2015 Quality Review notes: “Teachers are engaged in vertical and grade level teams looking at student work and sharing best practices resulting in strengthened teacher pedagogy and improved student outcomes”.

As a K-5 school it is important for teachers to communicate with each other in order to inform their practice with the vertical expectations of the ELA common core learning standards. Increasing instructional coherence will address student gaps and support academic strengths.

### Part 2 – Annual Goal

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

By June 2016, teachers will work collaboratively in teacher teams analyzing student work and formative assessments resulting in seventy (70%) percent of students showing improvements in writing as evidenced by an increase in two or more of the seven traits from the baseline writing assessment at the end of the year.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher teams will meet to analyze student baseline writing samples to identify gaps in student understanding of the writing process and identify strategies to support student	K-8 students	September - June	Classroom teachers
A baseline for student writing will be established at the beginning of the school year. Mid-year and end of year performance tasks in writing will be administered to measure student growth. Teachers will make adjustments to their teaching as needed, and provide students with strategies to improve their writing.	K-8 Students	September - June	Classroom teachers
Students with disabilities and English Language Learners will be provided with multiple entry points and support.	ELL and SWD students	September - June	Classroom teachers, ELL and Special Education teachers
Workshops in LearnZillion will be provided to parents to assist them in supporting their children with writing. In addition, they will receive exemplar writing samples in the different genres. A monthly newsletter will be sent home providing parents with writing tips and strategies.	K-8 Students	September - June	Classroom teachers, School Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
MOSL Baseline Writing Task, Mid-Year Performance Task, Rubrics, Checklists, Norming & Scoring sessions, Ready Gen.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By February 2016, 35% of students will show growth in at least one trait using the NYC Performance rubric.

**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.

Based on the 2014 – 15 Measure of Teacher Practice data (3b) Questioning and Discussion, 1% of teachers were Highly Effective, 46% of teachers were Effective, and 53% teachers were developing.

The 2013 - 14 Quality Reviewed indicated “Deepen the use of teaching strategies linked to Danielson Framework for Teaching that enable staff to develop questioning and discussion practices that allow for extension of learning”.

### **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, teachers will be observed a minimum of three times and provided with targeted and actionable feedback, resulting in sixty (60%) percent of teachers moving from a developing to effective/highly effective rating in Component 3b of the Danielson Framework.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Observe teachers a minimum of 3 times and provide them with rubric-based actionable feedback following observations</p>	<p>All K-5 Classroom Teachers</p>	<p>September 2015 – June 2016.</p>	<p>Administrators</p>
<p>Provide on-going targeted professional development for teachers on strategies to promote student engagement and meet the needs of all students at their entry points.</p>	<p>Teachers rated “Developing” on the Danielson Framework.</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Teacher-Led Professional Development, Borough Field Operations Staff, Professional Development Citywide</p>
<p>Conduct monthly data team meetings designed to review student data, share best practices, and provide parents with information on their child’s progress.</p>	<p>All K-5 Classroom teachers. Parents</p>	<p>September 2015 - June 2016</p>	<p>Administrators, Classroom teachers</p>
<p>Utilize resources from Advance to support teacher growth in component 3B questions and discussion.</p>	<p>All K-5 teachers.</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Danielson Framework for Teaching, Talent Coach/JESA visit and feedback, Borough field support center personnel, (Inter-visitation /PL)</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, administrators will observe all teachers at least three times and provide feedback, resulting in at least 30% of teachers showing improvements in 3B of the Danielson Framework

**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.

Attendance figures from 2013-2014 events indicate that approximately 5-10% of parents regularly attended Parent Association meetings and other school sponsored events.

2013-2014 Quality Review feedback notes: “The school views parents as essential partners in ensuring that students are on the path to college and career readiness. Expectations for parents are communicated through a parent handbook.....An additional “HOT (Higher Order Thinking) newsletter is published periodically with updates around student learning.

**Part 2 – Annual Goal**

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

By June 2016, there will be a twenty (20%) percent increase in parent attendance/participation at school functions including parent workshops, school events, parent association meetings and parent-teacher conferences.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Community partnerships with York College which holds a Saturday Leadership Program for 4<sup>th</sup> and 5<sup>th</sup> grade students and Jamaica Hospital operates a medical clinic on the school</p>	<p>K-8 Parents &amp; Students</p>	<p>September - June</p>	<p>Parent coordinator</p>

premises. Fundraising walks for Breast Cancer, American Heart Association and other agencies			
School activities including family/centered events such as Family Day BBS and Carnival, Art Gallery Evening, workshops that address ELA/Math Common Core Standards and State Exams, Discipline, Health and Nutrition, Parenting, Domestic Violence and “Breakfast with Mom” , changes to Part 154 Regulation.	All K-8 students & Parents	September - June	Parent Coordinator
Regular communication with parents through School Messenger, progress reports, email data base, school newsletter, presentations at PTA meetings, Tuesday afternoon parent engagement sessions.	All K-8 Parents	September - June	Classroom teachers, School leadership, parent coordinator
Parent Volunteer Parent through Reading Rescue.	Grade 1 students and parents	September - June	Paraprofessionals, parents

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Parent Coordinator, Workshops, Tuesday afternoon parent engagement, Jamaica Hospital, school messenger, SLT, Reading Rescue, Partnership with York College.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 10% increase in parent attendance at school functions including instructionally-based parent workshops, Parent Association meetings and family events.
<b>Part 5b.</b> 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)	<ul style="list-style-type: none"> <li>- New York State English Language Arts State Scores</li> <li>- F&amp;P Reading Levels</li> <li>- ReadyGen Baseline Assessments</li> <li>- Teacher Recommendation</li> <li>- Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Achieve 3000</li> <li>-Response to Intervention (RTI)</li> <li>-Fountas &amp; Pinnell (Benchmark Assessments and Progress Monitoring</li> <li>- ReadyGen Quick Checks</li> <li>- I-Ready Online Interactive Program</li> <li>- ReadyGen Scaffold Book Instruction</li> <li>- ReadyGen Phonics</li> <li>- Engage NY</li> <li>- Progressive Workbooks</li> <li>- Reading Rescue</li> <li>- Small Group Instruction led by F-Status Personnel (From January to April)</li> <li>- After-School Academy</li> <li>-Push-In and Pull-Out support provided by</li> </ul>	<ul style="list-style-type: none"> <li>Small group instruction</li> <li>- Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>During the school day</li> <li>- After-School</li> </ul>

		Special Services Personnel		
<b>Mathematics</b>	<p>New York State Mathematics State Scores</p> <ul style="list-style-type: none"> <li>- Go Math Baseline Assessments.</li> <li>- Teacher Recommendation</li> <li>- Formative and Summative Assessments</li> </ul>	<p>Go Math Response to Intervention</p> <ul style="list-style-type: none"> <li>- I-Ready workbooks</li> <li>- I-Ready Online Interactive Program</li> <li>- Progressive Workbooks</li> <li>- Engage NY</li> <li>- Push-In and Pull-Out support provided by Special Services Personnel</li> <li>- After-School Academy</li> <li>- Small Group Instruction led by F-Status Personnel (From January to April)</li> </ul>	<p>Small group instruction</p> <ul style="list-style-type: none"> <li>- Tutoring</li> </ul>	<p>During the school day</p> <ul style="list-style-type: none"> <li>- After-School</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- Science Test Scores</li> <li>- Teacher Recommendation</li> <li>- Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Foss and Full Option Science System</li> <li>- Harcourt School Publishing NYC Edition</li> <li>- Achieve 3000</li> </ul>	<p>Small group instruction</p> <ul style="list-style-type: none"> <li>- Tutoring</li> </ul>	<p>During the school day</p>
<b>Social Studies</b>	<p>Teacher Recommendation</p> <ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve 3000</li> <li>- Ready workbooks</li> <li>- LightSail</li> </ul>	<ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> </ul>
<b>At-risk services</b> ( <i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	<ul style="list-style-type: none"> <li>- Anecdotal Reports</li> <li>- Teacher Recommendation</li> <li>- OORS Incident Reports</li> </ul>	<p>Individual and group sessions reflect the measurable goals set for individual students. These goals focus on social and emotional learning with a variety of topics such as: anger and anxiety</p>	<p>Small group</p> <ul style="list-style-type: none"> <li>- One-on-One</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> </ul>

		<p>management; solving social problems; empathy training; goal setting; career development and cooperative play.</p> <p>- The Psychologist provides short term intervention for academic planning. - The Social Worker provides short term intervention for academic planning. - Jamaica School Based Clinic provides medical and social issues on a one to one session or small group</p>		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"><li>• Utilized Teacher Finder Network to identify teachers.</li><li>• New teachers are matched with a mentor.</li><li>• All teachers receive Professional Development from internal and external coaches and trainers.</li></ul>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"><li>• Professional development in ReadyGen and Go math are ongoing throughout the school year.</li><li>• Additional Professional Development was provided on Election Day on Integrating Technology into the Curriculum.</li><li>• The network ELA, ELL and SWD Coaches also provide professional development.</li><li>• Teachers also receive individualized PD based on low frequency informal observations.</li></ul>

### 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).
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**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.).

- Pre-Kindergarten teachers will read and discuss transitions to kindergarten.
- Meet and Greet Kindergarten Teachers
- Early Childhood Coordinator visits once monthly to ensure ESI testing is complete, Classroom Environment is properly set up.
- Walking tour of the cafeteria
- Plan visits to Kindergarten classrooms
- Parent Workshops conducted by the Pre-K Social worker.
- Participate in District family forum workshop on the getting ready for kindergarten.
- Workshop on the new kindergarten admission process in January.

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

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

Teachers provide feedback to administration on assessment during monthly date meetings, teacher team and Inquiry team meetings.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	292,682.00	x	
Title II, Part A	Federal	171,412.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	2,601,190.00	x	

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 155**, 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. 155** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**P.S. 155**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Ronald H Brown</u>	DBN: <u>27Q155</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

PS. 155Q will support our ELL's through our literacy and math programs. Our students' instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus. Data analysis indicated that comprehension skills in the areas of reading and math as well as the ability to express comprehension in written form are the greatest areas of difficulty for our subgroup of ELLs.

- Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through an after school program.
  - The focus of the after school program for newcomer, Intermediate and advanced students in grades 2, 3, 4 and 5, will be to provide additional opportunities for ELL students. Former ELL students will also be served in this program (as a transitional service). The focus for all students will be to practice and master those skills needed to prepare for the NYS ELA and Math exams as well as the NYSESLAT for current ELLs.
  - Beginning December 2014 and ending May 2015, weekly sessions will equal 2 hours, for a total of 32 hours for 16 weeks per teacher.
  - The ESL teacher will provide students with specific support for their language development in the areas of reading, writing, listening and speaking as well as support in mastery of rigorous mathematics standards.
  - One supervisor will oversee the program, as there is no other program going on at the school at that time. The supervisor will work 2.5 hours per week to supervise late dismissal and parent activities.
  - Students will be given both small group and individualized instruction.
  - Student data from ARIS, the NYSESLAT, the AMAO tool, Fountas and Pinnell reading assessments, Ready Gen Benchmark and PBA results, and Go Math math assessments as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will also be incorporated, using non Title III funded programs, as an additional learning modality. These programs include: "Imagine Learning" and I Ready for ELA and Math.
- Per Diem for staff professional development will be provided for 4 (days) at a total cost of \$670.00.

-

- Students will be assessed weekly and progress will be monitored, based on the focus of the mathematics, reading, and writing strategies and skills taught. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2015 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. Ready Gen, I Ready, and Go Math assessments, and Fountas and Pinnell progress monitoring done in class will also be monitored for student growth and needs.

Imagine learning software and others will be purchased to support and inform instruction and allow for individual and ongoing assessment in the essential elements of literacy and mathematics including phonemic awareness, phonics, fluency, vocabulary, computation, and comprehension.

New York ELLs (from Continental Press) will be purchased for use during the Title III program as supplementary resources. It provides an emphasis on essay writing and reading comprehension with both fiction and non-fiction texts.

-

## Part B: Direct Instruction Supplemental Program Information

We will also be using Reader's Theater from Teacher Created Materials to enhance reading comprehension skills (especially in the areas of inference and the use of text evidence) and writing skills (specifically for preparation in essay writing and short response writing).

- We will also be using New York Content Reading for grades 2, 3,4,and 5 (from Continental Press). It provides an emphasis on non-fiction social studies and science themed texts. Two different leveled versions of the texts are provided, allowing for differentiation. Questions that follow the texts (multiple choice and extended responses) will act as practice with and ongoing assessment of reading skills and writing skills and will inform further instruction as well.

- Both books will be purchased for use during the Title III program as supplementary resources.

## Part C: Professional Development

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

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

Begin description here: \_

The professional development program embeds strategies needed and considerations to be made in supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs.

Title III teachers will be required to participate in 14 hours of professional development for a total of ten (11) hours after school and 3 hours to occur during school hours. Some of these PDs will be at no cost to the title III allocation. These will occur once or twice a month. These sessions will be conducted by the Supervisor, or the Director of ELL Student Services and /or publishing companies of the newly acquired materials. Teachers will identify and create ongoing strategies that support the individualized learning needs of their students for academic proficiency and mastery in standards in the areas of mathematics, reading and writing. Topics to be covered in the professional development include differentiation for ELLs and former ELLs at different proficiency levels based on NYSESLAT results, differentiation based on I Ready and Imagine Learning based on Item skill analysis, and implications of assessments for ELLs and former ELLs.

Sessions will include:

October- Part 1 and 2 of training in the Self-regulated Strategy Development(SRSD) approach to Writing- 3 hrs ( hosted by the CFN /C. Lewis)

Invited- all ELL and special education teachers within PS 155 Q, Title 3 provider (A Mazzo)

October- Assessment/data analysis of ELLs using checklists (hosted by Asst. principal and principal M. Lanzaro/G. Jacobs)- 1 hr.

Invited- Title 3 provider (A Mazzo), all other teachers in PS 155 who teach ELLs

November- Part 3 and 4 of training in the application and success of the SRSD approach to writing- 3 hrs. ( hosted by the CFN/C. Lewis)

Invited- Title 3 provider (A Mazzo), all special education teachers in PS 155

November- Using questioning to improve ELL reading comprehension/ Reflection on effective questioning practices ( hosted by Asst principal and principal M. Lanzaro/G. Jacobs) -1 hr

Invited- Title 3 provider (A Mazzo) and all other PS 155 teachers who teach ELLs

December- Planning Lessons for a Range of Cognition (hosted by Edweb.net) 1 hr

Invited- Title 3 provider (A Mazzo)

January- Reflection on the use and further use of the SRSD approach to writing with deeper analysis of

### Part C: Professional Development

student work - 3 hrs (hosted by CFN/D. Werner)

Invited- Title 3 provider A Mazzo

February-Ongoing Assessment to Ensure ELL reading and writing success ( hosted by principal and Asst. Principal G. Jacobs/M. Lanzaro)- 1 hr.

Invited- Title 3 provider (A Mazzo) and teachers of ELLs within PS 155

March- TBA ( hosted by G. Jacobs and M. Lanzaro) - 1 hr

Invited- Title 3 provider (A Mazzo) and teachers of ELLs within PS 155

May- Reflecting on the years success (of the ELLs within the title 3 program) (hosted by G. Jacobs and M/ Lanzaro) -1 hr

Invited- Title 3 provider, all teachers of ELLs within PS 155

Professional development will be provided by Publishing companies, the Supervisor, the ESL teacher, the CFN, and the Director of ELL Student Services.

### 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 workshops that identify and create useful strategies for home use, and reinforce identified skills needed for proficiency. These workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children. Introduction of common core learning standards will be reinforced during each session. The workshop presenters will be a team presentation by Parent Coordinator, ELL Specialist and Title III provider (A Mazzo) and supervisor. The workshops will be two (2) three-hour sessions, which will total 6 hours and be provided at no cost to the Title III allocation. Native language translation will be made available at these workshops in the required languages by paraprofessionals within the building and the DOE translation services. Parents will receive letters/flyers, school messenger as well as posting on our school web page. Refreshments will be served to all participants. Up to \$200 will be allocated for refreshments at parent workshops.

These workshops are anticipated to occur in March 2015 and January 2015. The topic planned include "Understanding the Common Core state standards", "Helping your child achieve success with the Common core state standards" and " Helping your child become a better reader and Higher order thinker"

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>11,200</u>	_____

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

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

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

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

## Part I: School ELL Profile

**A. School Information**

District <b>27</b>	Borough <b>Queens</b>	School Number <b>155</b>
School Name <b>The Ronald H Brown School</b>		

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

Principal <b>Gregory Jacobs</b>	Assistant Principal <b>Melody Lieb and Jason Koo</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Alissa Mazzo</b>	School Counselor <b>Tasha Kurs</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Doris Nesmith</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language 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	0
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]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	32	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	32	0	3	2	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

Our school uses several assessment tools to assess the early literacy skills of the ELLs. We use Fountas and Pinnell reading assessments and teacher created assessments. We also use Ready Gen baseline and unit assessments. This data informs the instructional plan by giving data students ability to decode as well as answer more literal comprehension questions and higher level inference questions with the support of text evidence. These assessments give information on students ability to answer questions orally and in writing. Furthermore these assessments give information on student strengths and weaknesses in written expression (in regards to narrative, opinion and informative writing as per common core expectations).

These assessments currently indicate a need to focus on answering higher level inference questions with text evidence both verbally and in writing. These assessments also indicate a need to focus on editing and revision of writing pieces (more specically the use of punctuation, capitalization, correct or grade appropriate spelling depending on the grade, transitional words and phrases, and sentences that sound and look right). Finally, these assessments indicate a need to focus on decoding and sight word knowledge for a smaller subset of students (beginner ELLs).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The NYSESLAT data indicates that writing and reading are areas of relative weakness for all of the student who took the test in June of 2015. Speaking and listening are a relative strength and this indicated a need for a intensive focus on reading and writing strategies and supports. In the current first grade group, 3/10 reached the commanding level, 6/10 reached the expanding level, and 1/10 reached the transitioning level.

In the current second grade group 3/15 reached the commanding or proficient level, 9/15 reached the expanding level, 1/15 reached the transitioning level, and 2/15 reached the entering or emerging levels. Furthermore, in grades 3,4,and 5 combined, 9/13 reached the commanding or proficient level and 4/13 reached the expanding level of proficiency. We also had 4 new students enter first grade at an "entering" level . Of the kindergarten students, 1 /9 are considered Entering while the remaining 8 are "transitioning" or "expanding". This indicated the overall need for continued complex higher level thinking questioning infused throughout reading and writing tasks and supports that will advance those not yet at commanding to the next level and also enrich those already at commanding or proficient levels. These higher order questions will be based on Ready Gen questions. Higher order

questioning will be approached through guiding questions, graphic organizers for writing and note taking, and exemplar pieces to show how ideas are best put together. It also indicates that there is smaller subgroup in grade 2, 1, and Kindergarten that need more direct instruction involving decoding, simple and complex sentence formation, and vocabulary usage. This direct instruction will include elements of SRSD such as exemplar pieces as models for continuous review of vocabulary, word walls, elements of word work (using magnetic letters and the word work procedure) from Reading Rescue to review letter sounds in groups of words, elements of the writing component of reading rescue such as elkonin boxes, and sentence starters.

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

The data reveals 7 out of 30 ELLs who were tested in 2015 achieved a commanding level (proficiency). The data also reveals that those students not achieving proficiency need specifically targeted instruction on reading and writing to bridge the gap between their level and proficiency. This is what the AMAO tool revealed.

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. ELLs are not taking assessment in any language other than English with the exception of the LAB R in Spanish upon entry into the program.

These assessments currently indicate a need to focus on answering higher level inference questions with text evidence both verbally and in writing for ELLs in grades K, 1, 2,3,4, and 5. These assessments also indicate a need to focus on editing and revision of writing pieces (more specifically the use of punctuation, capitalization, correct or grade appropriate spelling, transitional words and phrases, and sentences that sound and look right) for ELLs in grades K through 5. Finally, these assessments indicate a need to focus on decoding and sight word knowledge (at the reading levels A through E) for a smaller subset of students (beginner ELLs specifically in grades kindergarten, first and second grade).

- b. We did not administer the ELL Periodic assessment this past year.
- c. We did not administer the ELL Periodic assessment this past year.

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](#).]

The RTI framework we use incorporates a whole group core instruction that promotes oral language development that is necessarily rich in both language and content. In these learning environments, students have opportunities to learn about, study, and discuss the language of texts. They then use this text-based content learning in interactive experiences like labs, demonstrations, dramatic plays, and debates that promote academic conversation and knowledge building. Strategies that promote ELLs' oral language development must be explicitly planned and incorporated throughout the school day.

These strategies include, but are not limited to building background knowledge in several ways. They include starting with rich text and big ideas so students encounter and study abstract language and abstract concepts, and learn about the world. We also focus on previewing key concepts and challenging vocabulary, as well as reviewing students' understanding of important points and when possible, drawing on and using students' home languages. We also use close interactive reading aloud and frontload vocabulary, sentence structures, and concepts. Furthermore, the curriculum incorporates teachers asking open-ended questions along the way; engaging students in discussion and dialogue about a big idea in the text and including relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness.

Teachers also implement storytelling using wordless books and collaborative discussion and debate. School-wide, we devote instructional planning and time to student projects that are discussion-based, including oral presentations and debates. During discussions, we pose open-ended questions and keep the conversation going with role playing and rehearsed oral performance. The curriculum also includes multifaceted and intensive vocabulary instruction which has many parts. The parts include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia and sentence transformations through guided dialogue. Furthermore, vocabulary learning strategies incorporate language frames for speaking and listening and jointly constructed extended writing.

Speaking and writing is further supported for ELLs requiring support beyond whole group instruction in small groups or one on one as possible. This includes turn and talks to preview ideas to be written, using the vocabulary from word walls and vocabulary sheets. This vocabulary was previously reviewed in a book walk and discussion. Then they use sentence starters or write independently the ideas they practiced in the turn and talk. One on one conferencing to correct errors is provided as needed.

As part of Ready Gen and Go Math, we transition from whole group instruction to small group reteach opportunities and then to one on one assistance if students still have difficulties with the concept or strategy being taught. Students in need of reteach opportunities

are identified during informal assessments such as turn and talks, whole group discussion, and journal activities . Reteach sheets and enrich sheets are provided by Go Math and used on a daily basis in groupings.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
We currently have open an ESL program , as that is the program we have adequate parent requests to have open. As a result, all instruction is given in English with specific ELL strategies and small groupings used to enhance understanding and student achievement. These strategies include vocabulary front loading, word walls with visual support, sentence starters, guiding questions, and graphic organizers among others.
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?

We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of the ELLs by looking at gains in reading levels on the Fountas and Pinnell reading assessments, class work samples, teacher created assessments and teacher observations during lessons results (gains or drops) on unit and chapter tests in Ready Gen and Go Math, and the results of the NYSESLAT annually. The results of next years NYSESLAT will also eventually be used to judge student progress and achievement.

## 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.

The following procedure is in place at P.S. 155 for the initial identification of ELLs. Upon registration, parents/guardians are given the Home Language Identification Survey to complete with the assistance of the ESL teacher, translated copies of the HLIS and teachers in the building who speak the parent's home languages. Pedagogues in our building speak Spanish and English. All other languages needed require the use of the DOE provided translation service or translation by a paraprofessional. We have paraprofessionals who speak Spanish, French, and Haitian Creole. They are given the HLIS in their native language as needed. The HLIS provides the ESL teacher information about the language used in communication at home, with parents, guardians, friends, and siblings. It also provides information regarding previous schooling and the preference of language to be used for communication from the school.

The pupil accounting secretary completes registration, with the exception of the HLIS survey, which is the responsibility of the ESL teacher (Ms. Alissa Mazzo), who is certified in teaching English to Speakers of other Languages . The ESL teacher, with the help of the parent coordinator, Ms. D Nesmith, conducts informal oral interviews in English to confirm responses on the HLIS. Multilingual paraprofessionals, as well as members of the School Based Support Team are present to assist with translation when necessary.

The certified ESL teacher completes the school portion of the HLIS and determines the students eligible for the LAB-R. If the HLIS indicates one response with a language other than English in the first four questions, and two responses with a language other than English in the last four questions, the child is determined eligible for LAB-R testing, given the LAB-R exam (or the new version of the initial intake exam beginning in February 2014) appropriate for their grade level, and given the Spanish LAB-R if they indicate Spanish on the HLIS.

Otherwise, the ESL teacher fills in the HLIS with the "NO" code. Once the LAB-R and Spanish LAB-R testing is completed by the ESL teacher within the first ten days of school for each child, the code is completed on the HLIS indicating their appropriate language, or "NO" for those who test out in the testing process. The completed HLIS is placed in the CUM folder. The ESL teacher holds onto a copy in a file. Again, the identification of ELLs including testing and notification of parents occurs within the first 10 days.

Up till this point in the school year (2015-16)

17 students were tested; 12 of which were in kindergarten, 4 of which was in first grade, and one of which was in fourth grade. Of these, 4 students scored above the cut score . Parents of entitled students are invited to a parent orientation once initial testing is completed and letters are sent out to inform them in English as well as their home

languages, informing them about the program options available for English Language Learners in the NYC school system.

Parents of

entitled students were invited to attend a parent orientation in September within five days of their child being identified as an ELL hosted by the ESL teacher and Parent Coordinator. Several orientations are offered allowing parents multiple opportunities to gather information and make an informed decision regarding their program options.

In addition, the ESL teacher evaluates the results of the NYSESLAT administered in Spring 2013 in order to determine appropriate instructional placement. The ESL students who are required to take the NYSESLAT are indicated on the RLAT (ATS report). The RLAT and RNMR also indicate the scores of students who took the NYSESLAT the previous year.

The area where the majority of students are more and less proficient is noted so as to make areas of weakness a focus in instructional planning for the year. For example, in past years, the majority of students were more proficient in listening/ speaking. Consequently, instruction was heavily concentrated on strengthening reading and writing skills for those students, while additional support will be provided to others needing to improve speaking and listening comprehension. Parents are informed via Appendix G of continued entitlement, and the students who are proficient received Appendix H letter of nonentitlement

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).

Within 30 days of enrollment, student work, report cards from previous schools, and parent responses to oral interview questions about previous educational experience is looked at in conjunction with the results of a Fountas and Pinell reading assessment to identify SIFE students.

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).

Newly enrolled students with IEPs are identified by the ENL teacher (Alissa Mazzo) with the assistance of the other members of the Language Proficiency team including Jennifer Williams (school psychologist), Khadijah Pennington (special education pedagogue) and Melody Lieb, Jason Koo, and Gregory Jacobs (school administrators). The timeline to accept or reject the LPT recommendation is within 20 days.

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 and non entitlement letters are generated in English and the parents preferred language by the ENL teacher (Alissa Mazzo) and sent out to parents within five school days after the NYSITELL is scanned and score is determined. Copies are retained and held by the ENL teacher in her file along with the HLIS. This acts as a record of notification.

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).

A letter will be sent home to the parents upon the receipt of the HLIS indicating that the student needs to be tested and the assessment of those students.

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.

Parents of newly enrolled ELLs attend the Parent Orientation, during the month of September. At this time, all three program choices are fully explained by the ENL teacher, Ms. Alissa Mazzo, who is certified in Teaching English to Speakers of Other Languages. Multilingual staff assists with translation as needed. The Orientation Video for Parents of English Language Learners is presented in the applicable languages. It is available in all or most needed languages. Questions are welcomed. Parents are made aware and encouraged to avail themselves of all DOE resources. The languages we have had to show the video in during previous years and this year include Spanish, Punjabi, Bengali, and Urdu.

For new ELL parents, this meeting happens within the first 20 days of school. For parents who indicate a program choice other than ESL, they are informed that when we have a sufficient number of parent requests for said program across 2 contiguous grades, we will inform them and make that program available to them. For parents who previously indicated a choice of DL or TBE, they are informed when a sufficient number of parent requests are received to open up said program. To this date, we do not have sufficient parent requests to open up a DL or TBE program across any 2 contiguous grades.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After viewing the video online during the orientation meeting, the Parent Survey and Program Selection forms are distributed in the necessary languages by the certified ENL teacher. Staff, when requested, assist parents in completion. The ESL teacher collects the survey and selection forms at the completion of the meeting.

For parents unable to attend any of the several offered meetings, telephone calls are made to explain the process, translated materials are sent home to explain the three program choices, and the Parent Survey is sent home for completion. The ESL teacher logs the letters and makes note of parent choices, as they are returned. Results are recorded on ATS in the ELPC section.

The parent selection forms and surveys are stored in the CUM folders of each student and a copy is retained by the ESL teacher for his/her files. A copy of all letters sent home are also retained in the CUM file.

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

The ENL teacher keeps a list of all students who need to return the parent survey and program selection form and checks off what has been returned, with the response given which is then entered in the ELPC screen. Those who do not return the survey are called and/or contacted in person and reminded about the forms importance each day until they are returned completed.

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

The ENL teacher generates, copies, files a copy and send out a copy of the placement parent notification letters in the required languages as well as English.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

HLIS, non entitlement , entitlement , program selection, and placement letter are retained by the ENL teacher in a file (organized by student and then by Grade ). The HLIS and program selection letter is kept in the student CUM file as well.

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 by the ESL teacher in four sessions as the manual says it should be. Students are given a separate location to take the test in and tested by grade level. The ESL teacher administers the NYSESLAT with the assistance of trained pedagogues to assist with the scoring of the speaking section and writing section, to ensure that the ESL teacher does not score his/her own student on those sections. Students are taken in groups to administer the three booklets (on three separate days with the listening/ writing/reading sections and the speaking section of the exam is given one on one.

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

Continued entitlement and transitional support letters are also retained by the ENL teacher in a file (organized by student and then by Grade ).

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 trend in program choices at P.S.155 for the past six years is the Freestanding ESL model. ( 2015-16 92 % of the 13 new enrollees, 2014-15 90 % of 10 new enrollees, 2013-14 69% of 16 new enrollees, 2012-13 89% of nine new enrollees, 2010-2011 100% of twelve new enrollees, 2009-2010 100% of nine new enrollees; 2008-2009 100% of ten new enrollees). Parents consistently and repeatedly express that they want their children remain at P.S. 155, their neighborhood school, regardless of whether their first choice was ESL or not. They are supportive and involved in their child's education.

## 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.

Groups are created in this way. Integrated ENL minutes are provided in heterogenous groups with one or two grade levels represented in each group (No more than 2 grades are represented in each group). Students are put in mixed grade and proficiency groups (no more than 2 grades represented in each group) for their 180 minutes of standalone ENL ( for beginner/entering students) or 90 minutes of standalone ENL ( for low intermediate/emerging students) . Please refer to question 2 a for the breakdown of service minutes for each level of ELLs.
  - b. TBE program. *If applicable.*
  - N/a We do not have such a program at this time.
  - c. DL program. *If applicable.*
  - N/a We do not have such a program at this time.
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)?

Those determined to be beginners/entering level ELLs are provided with 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA.

Those determined to be Low intermediate/Emerging level ELLs are provided with 90 minutes of standalone ENL and 270 minutes of integrated ENL/ELA.

Those determined to be Intermediate/Transitioning level ELLs are provided with 0 minutes of standalone ENL and 180 minutes of integrated ENL/ELA.

Those determined to be Advanced/expanding level ELLs are provided with 0 minutes of standalone ENL and 180 minutes of integrated ENL/ELA.

Those determined to be proficient/commanding level ELLs are provided with 0 minutes of standalone ENL and 90 minutes of integrated ENL/ELA.
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.

In the standalone ENL program, there is a focus on the four modes of language acquisition listening , speaking, reading and writing.

More specifically, in reading there is a focus on decoding and comprehension via questioning about the texts being read at their various levels and on various topics. A guided reading approach is used to foster both decoding and comprehension abilities for students in all grades at the beginner and low intermediate levels, especially those students in kindergarten, first and second grade. Incorporated in this guided reading is a writing component in which students are expected to compose the answers to higher order thinking questions using correct grammar, correct punctuation, correct or grade appropriate spelling, and correct capitalization and spacing. These skills are modeled and built up by the teacher using exemplar pieces, other student work, conferencing, checklists, rubrics, and turn and talk discussion. Speaking and listening is worked on through whole class and turn and talk discussion as well as teacher modeling and questioning.

The integrated ENL program for the kindergarten , first, second, third, fourth, and fifth grade students include discussion and reading/writing projects and units involving readings on similar topics or in the same genres/text types as those they are reading in Ready Gen (the ELA curriculum) and writing assignments that align with the type of writing and expectations put forth by Ready Gen for the current or upcoming unit of study (opinion or informational writing). Rubrics from the Ready Gen program/any rubric being used in the ELA lessons are also used or modified to be use in the ENL program and students are both assessed by the teacher and self assess using the standards set forth in those rubrics. Elements of the SRSD method is utilized including exemplar pieces, cold writes, checklists and rubrics, self assessment, peer assessment, conferencing, and mnemonic devices.

For those students in grades 3,4, and 5, the integrated ENL program also includes units of study on math topics being taught in class with the GO Math curriculum with a focus on using multiple strategies to solve single or multi step word problems and explaining the steps or explaining why the answer makes sense using a variety of math terminology. Modeling with exemplars, word walls, illustrated strategy lists , manipulatives, and constant repetition and connections from one lesson to the next help the students to improve their problem solving and explanation skills in math.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Spanish Lab R is the assessment available to assess the students who have spanish as their home language. It is administered at the beginning of their first year as an ELL. For students in the testing grades, the science state test and math state test are provided in the home language as made available by NYS and as needed. Beyond this, students for whom spanish is the home language may be given a spanish translation of the GO Math workbook and spanish translations of the GO Math chapter

assessments as needed. Students are otherwise assessed in English for reading and writing via the Ready Gen unit, beginning and end of year assessments and the Fountas and Pinnell reading assessments.

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

In each unit there is class discussion, one on one teacher student conferencing/discussion and turn and talk opportunities to evaluate speaking progress and needs.

Writing pieces both shorter and longer are used at the end of each unit, and throughout the units of study in integrated ENLL to assess writing progress and needs. Shorter writing pieces (1-2 paragraphs) are used in a guided reading done in standalone ENL to assess writing progress and needs as well. Writing assessments included in the Ready Gen program (unit and beginning or end of year assessments) are also used to assess writing.

Listening is assessed by student to student questioning, teacher to student questioning, and observation of student discussion.

Reading is assessed using Fountas and Pinnell reading assessments (to determine progress made on decoding and comprehension of within the text and beyond the text higher order thinking questions.)

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. Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs.

Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

b. Similarly, Students who have been in the US less than three years benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. They also especially benefit from hands on experiences and additional speaking opportunities. Testing accommodations will be provided as appropriate.

Imagine learning is a computer program used to enhance English language development. ELLs take a pretest in English or their home language in the case of students speaking a language available within the program. This is done to determine areas of difficulty in literacy and language and are provided with activities and tutorial in the areas of difficulty determined by the pre-test. As the student progresses along their individualized path on the program, the teacher is provided with reports on areas of student success and difficulty and this provides some of the data used to differentiate instruction within the classroom. ELLs are also given access to glossaries and picture dictionaries in their classroom and ESL classroom library.

Furthermore, ELLs in the school for less than three years are provided with practice in speaking with a specific focus on basic interpersonal communication skills necessary for navigating through the school day with teachers and classmates in a comfortable safe way. Songs, and rhymes are used to aid beginner students. Teacher produced picture visuals as well as visuals from books are used to give language and vocabulary context. Word walls with illustrations and physical manipulatives are also used to reinforce vocabulary development, understanding, and usage. Letter and number strips are used to reinforce for newcomers the letter and number formation as well as the sounds associated with the letters. In addition, read alouds, think alouds, and discussion with fiction and non fiction big books, large editions of Time For Kids magazine, and individual copies of texts are used to reinforce higher order thinking skills and content comprehension.

Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

c. Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs. Testing accommodations will be provided as appropriate. Teachers use turn and talks and whole group discussions as practice for reading and writing activities.

Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

For ELLs receiving between four to six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving

brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct grammar, syntax, and standard usage. Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding. Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

d. Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs.

Testing accommodations will be provided as appropriate. Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

Furthermore, For ELLs receiving six or more six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct grammar, syntax, and standard usage.

Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding. Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

e. These students also benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs. Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed. Testing accommodations will also be provided to those who have tested as proficient for up to 2 years after testing out of the ENL program. These students will also be provided with 90 minutes of Integrated ENL per week.

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.  
Paste response to questions here:
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?  
Leveled books, Time for kids on various levels (k/1, 2 nd , 3 rd -4 th , 5 th ), SRSD (cold writes, exemplar pieces, checklists and mnemonic devices, word walls, sentence starters), Imagine Learning, peer tutoring
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
ELL-SWDs are provided with every modification and service required by their IEP in addition to ENL methods and required minutes of service a week to assist them in academic success.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

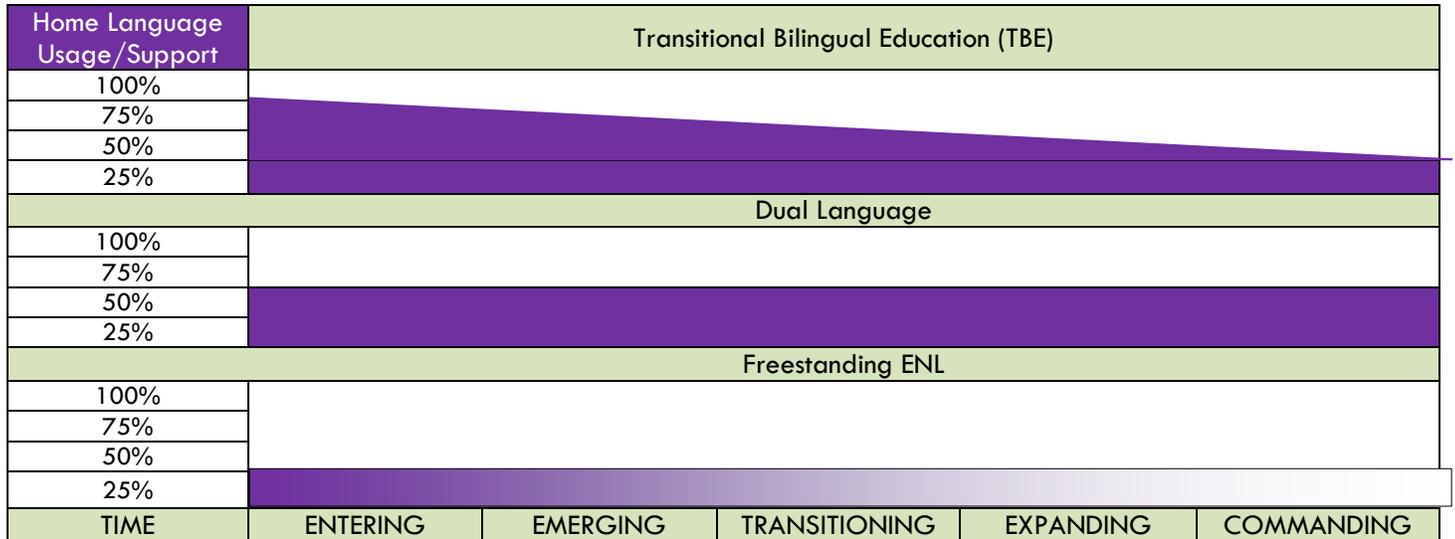


\*Note “other approved services” does not apply to New York City at this time.

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.

English:

\*SRSD ( use of exemplars, cold writes, sentence starters, word walls, mnemonic devices, graphic organizers, color coding, visuals)

\*RTI-

Go Math: Reteach sheets , enrichment sheets,

Ready Gen: Scaffolding handbook, graphic organizers

Spanish:

Go Math workbooks, word walls, assessments available in spanish as needed

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

11/11 first grade ELLs have made progress in Foutas and Pinnell reading levels last year (2014-15)

6/6 second grade ELLs have made progress in Foutas and Pinnell reading levels last year (2014-15)

9/10 kindergarten ELLs have made progress in Foutas and Pinnell reading levels last year (2014-15)

3/ 3 fourth grade ELLs have made progress in Foutas and Pinnell reading levels last year (2014-15)

All upper grade ELLs (grades 3-5) passed the NYS ELA exam and NYS math exam.

In the ENL setting, all students have shown, in writing pieces, the ability to support inferences or opinions with evidence using the mnemonic devices taught ( TDDDDC, T DeDrC and OREO) and students have expressed how useful these devices have proven to be.

12. What new programs or improvements will be considered for the upcoming school year?

Khan Academy (math) , Project based learning (ELA and Math), continued use of SRSD

13. What programs/services for ELLs will be discontinued and why?

N/a

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all afterschool programs and programs offered during the school day. They are afforded equal access to the new and existing programs being utilized by the school such Time For Kids, Ready Gen and "Go Math". Scaffolding and RTI strategies are provided in Ready Gen and GO Math to ensure ELL access. They are also included in the use of Imagine Learning computer program being utilized by the school, in the classrooms and in the ESL classroom. The Imagine Learning program focuses on English language development including work with reading comprehension skills, decoding skills and vocabulary development. It provides each student with individualized goals and activities.

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.

Here is a description of the instructional materials used to assist ELLs.

Time For Kids magazine (and online resources from the accompanying tfk.com) is an excellent resource of leveled and rich texts in the content areas of science and social studies. It is provided to ELLs at all grade levels. We use these relevant, content rich texts in science and social studies and apply the higher order thinking questions we are working on. The students use the visuals and vocabulary taught in bold to develop vocabulary and are expected to use text details to answer questions verbally and in writing.

In addition, Imagine learning is a computer program used to enhance English language development. ELLs take a pretest in English or their home language in the case of students speaking a language available within the program. This is done to determine areas of difficulty in literacy and language and are provided with activities and tutorial in the areas of difficulty determined by the pretest. As the student progresses along their individualized path on the program, the teacher is provided with reports on areas of student success and difficulty and this provides some of the data used to differentiate instruction within the classroom.

ELLs are also given access to glossaries and picture dictionaries in their classroom and ESL classroom library. Furthermore, graphic organizers, non fiction and fiction books with strong visual (picture) support, big books, and hands on manipulatives are provided to aide ELLs . Manipulatives may include cubes, counters, colors, figurines, models, and large pictures . Visual support is further provided through videos and accompanying pictures on Go Math (as well as the website- thinkcentral.com).

Leveled books from reading a to z and learnzillion.com, word walls, the aforementioned SRSD strategies, and are also a major resource, especially for beginner and low intermediate level ELLs.

Other computer programs include the use of I Ready which also does a pre assessment of literacy (reading) skills and guides the student through a series of activities that will develop their knowledge in areas of weakness.

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

**ENL Program:**

Letters are translated and sent home in the child/parent's home language as needed throughout the school year. Phone calls to home are also made with the assistance of a translator within the school as needed and possible. Tuesday afternoons is dedicated to parent communication. Parents may meet with the ENL or classroom teachers and as requested, a translator is provided. Official letters (entitlement, non entitlement, etc....) are sent home in the home language and English

Homeworks are also sent home including books read and unread, questions and vocabulary discussed in class and sentence starters. This way parents can see what their children are learning and expected to do. These homeworks are translated as much as possible with the use of online translation. Afterschool notices also go out in home languages and english.

We only have an ENL program at the current moment. We do not have a DL or TBE program.

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

Yes, required services support, and resources correspond to ELLs' ages and grade levels. Materials are leveled and translated when possible and needed. Books at the students independent and instructional reading level are the focus of instruction for those students in grades kindergarten through second grade, as well as any upper grade students who are at the entering, emerging, or transitioning levels. Content and skills taught matches the content and skills being taught in their classroom, in the Ready Gen Curriculum, and in the GO Math curriculum with focus being put on the content and skills with which ELLS show the greatest need for assistance. This need is determined by communication with their classroom teachers and a frequent review of assessment results.

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).

We do not currently have a program to assist newly enrolled ELLs before te beginning of the school year.

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)?

We do not have a dual language program at the present time.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Teachers of ELLs are provided with options for supporting their ELL students within the REady Gen and Go Math programs. Each lesson provides an ELL intervention teachers should consider. Weekly PDs are provided on Mondays (2:30-3:50PM) by in school staff as well as representatives of the borough field support center to support ENL and all other teachers on ways to support ELLs. Topics will include but are not limited to: differentiation, RTI, project based learning, effective student grouping, and assessment.

PDs are planned by the PD committee on a monthly basis so the calendar up till November is as follows:  
(The calendar for December and on will be made available as the committee meets each month.)  
Please refer to the list in question #2.

Furthermore, attendance is taken at each meeting as teachers sign in and agendas are kept by the APs and principal in a PD file.
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?

The school provides weekly (Mondays 2:30-3:50 PM) professional development with speakers from the borough field support center or from within the school on engaging themselves and students successfully in the CommonCore learning Standards for mathematics, reading, writing, listening and speaking. Often, one or a few staff members will turnkey information learned at other seminars attended (throughout the year). As stated above, PDs are planned by the PD committee monthly so the calendar of dates up till November is as follows:

September 21<sup>st</sup> - I Ready training(the use of I Ready reports to make plans that address individual learner needs)  
September 28- Teacher self assessment to create professional goals  
October 5- Think Central training (the use of different aspects of think central to differentiate for ELLs and SWDs)/ Curriculum mapping to include differentiation for ELLs and SWDs)  
October 19- Curriculum mapping continues to include entry points for all learners (SWDs and ELLs) November 2- Broadworks Science Training (how to use Broadworks science videos and lessons to enhance vocabulary within content areas)  
November 9- Making rubrics match up with feedback and self reflection to better communicate with students their next steps  
November 16- Continued work on aligning rubrics, feedback (glow and grow comments) and self reflections  
Attendance is taken at all meetings and attendance sheets and agendas are maintained by the AP and principal.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. The guidance counselor articulates with sixth grade counterparts and future ELL pedagogues when she hand delivers student records. She then conferences as to the child's current status and makes appropriate recommendations. She and the ESL teacher are also available to confer about the current status of ELLs transferring to middle school as needed. If parents have any concerns or questions, translators will be provided, and meetings with the guidance counselors and ENL teacher are always made available to the parents on any requested date. This is the support provided to ELLs and their families as they transition from elementary school to middle school.
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.

The ESL teacher is available, on site, to turn key information to school staff after all district wide ELL meetings and to invite teachers into the ESL classroom for observations. The ESL teacher also shares ELL specific information and resources with the various grade level teachers during teacher team meetings and meetings during common prep time. The ESL teacher keeps records of meetings with teachers during which material was turnkeyed regarding specific ELL students. Materials from all district ELL meetings are retained by the ESL teacher in her files for future reference.

Teachers of ELLs are provided with options for supporting their ELL students within the REady Gen and Go Math programs. Each lesson provides an ELL intervention teachers should consider. Weekly PDs are provided on Mondays (2:30-3:50PM) by in school staff as well as representatives of the borough field support center to support ENL and all other teachers on ways to support ELLs. Topics will include but are not limited to: differentiation, RTI, project based learning, effective student grouping, and assessment.

October 13, 14, 26, 27 (all day trainings provided to the ENL teacher)- Training in Reading Rescue (a literacy program focused on strategies for targeted teaching of reading and writing to lower grade students and beginner ELLs

### 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?

As mentioned in the question, ELL parents participate in an orientation meeting to become aware of the programs offered when their children are first entitled to ESL services as dictated by the parents responses to the HLIS. They are also invited to all DOE scheduled parent teacher conferences.

Furthermore, Tuesday afternoons are dedicated to communication with parents. During these afternoons (either over the phone or in person meetings) from 2:30 to 3:40 parents are made aware of the student's goals, language development progress, NYSESLAT results, and language development needs. Student work is shown and explained. If a parent has any specific requests or concerns, the ENL and classroom teachers are available to discuss them on these Tuesday meeting times as well.

In addition, all parents, including parents of ELLs are also invited to all parent workshops whose topics range from CPR, parenting, ELA and math test prep, nutrition, and Ready Set Read (a program which teaches parents about brain development, differing learning styles and reading strategies), early interventon, and finally reading, writing, and mathematics common core expectations.

Parents are also invited to all monthly Parent Association meetings and they are active as learning leaders who provide support to students and teachers inside and outside the classroom. Parents are also invited to events such as multi-cultural night, and Family Day. Fliers for all school, UFT sponcered, local, district or city wide parent conferences are sent out to parents so that they can be more informed and help their children better. The Parent Handbook is sent home and available at the school.

Finally, there is a bulletin board at the entrance of the school which provides parents with lists of community events, a calander of school events, the lunch menu, local or government job listings and any relevant meeting or conference information.

Translation is provided at these meeting as needed, with the use of DOE translation services, and the use of teachers or paraprofessionals who speak Spanish, Haitan Creole, and French.

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.

In addition, all parents, including parents of ELLs are also invited to all parent workshops whose topics range from CPR, parenting, ELA and math test prep, nutrition, and Ready Set Read (a program which teaches parents about brain development, differing learning styles and reading strategies), early interventon, and finally reading, writing, and mathematics common core expectations.

Parents are also invited to all monthly Parent Association meetings and they are active as learning leaders who provide support to students and teachers inside and outside the classroom. Parents are also invited to events such as multi-cultural night, and Family Day. Fliers for all school, UFT sponcered, local, district or city wide parent conferences are sent out to parents so that they can be more informed and help their children better. The Parent Handbook is sent home and available at the school.

Finally, there is a bulletin board at the entrance of the school which provides parents with lists of community events, a calander of school events, the lunch menu, local or government job listings and any relevant meeting or conference information.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school has partnerships with the local fire department, the neighborhood health provider ( for information and resources regarding financial and insurance questions), the South Ozone Senior Center, and the local drug store (CPW). They also partner up with "Safe Space", the American Heart Association, and Health First. These partnerships provide information and resources to parents about topics of interest. Health First and the American Heart Association specifically bring us our "Teaching Garden" which teaches parents and children about healthy eating and healthy living. We had a planting celebration in which parents and children from the school assisted in the planting of the garden and a harvesting celebration during which parents and children from the school were invited to help us collect the various plants grown and a cooking presentation was given on how to use the vegetables in our every day diet. Furthermore, in all activities, translation services for parents are provided by bilingual school staff members and DOE translation services.

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

The needs of parents are evaluated by sending out surveys, conducting phone and in person discussions and counseling, and at Parent Association meetings. Evaluations are completed by parents at the completeion of each workshop provided to anticipate further needs to plan in other meetings. The parent coordinator plays a crucial role in evaluating the needs of parents. Furthermore, translation services are provided by bilingual school staff members and DOE translation services.

4. Once parent needs are assessed with surveys, discussions, and parent association meetings, parent workshops are planned to address those needs. The health, financial, academic, and general parenting concerns of the parents dictate how parent education and outreach is planned and implemented. Furthermore, translation services are provided by bilingual school staff members and DOE translation services. Parent needs are also met, as we are informed about specific ones, through events like coat drives, material drives, and uniform drives.

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

Once parent needs are assessed with surveys, discussions, and parent association meetings, parent workshops are planned to address those needs. The health, financial, academic, and general parenting concerns of the parents dictate how parent education and outreach is planned and implemented. Furthermore, translation services are provided by bilingual school staff members and DOE translation services. Parent needs are also met, as we are informed about specific ones, through events like coat drives, material drives, and uniform drives.

#### **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.

N/A

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: 27Q155**

**School Name: The Ronald H Brown School**  
**Superintendent: Mary Barton**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Parents fill out the Home Language Identification Survey and indicate what languages the child speaks and understands, as well as in which language they would prefer communication to occur (written and verbal). The blue cards also indicate such information, which parents will out and to which teachers of that student have constant access.

At the parent orientation for newly enrolled students, parents are provided with 'entitlement' and 'survey and selection' letters in the appropriate languages. After viewing the DVD in the home languages of all parents present and in English, all options are explained and discussed. Where possible, additional personnel provide translation.

The language translation needs represented by the current group of ELL students includes Spanish, Urdu, and Punjabi.

Parents are informed of the NYSELAT test results in translated letter appendices as provided in EPIC as needed. Parents fill out the Home Language Identification Survey and indicate what languages the child speaks and understands, as well as in which language they would prefer communication to occur (written and verbal). The blue cards also indicate such information, which parents will out and to which teachers of that student have constant access.

At the parent orientation for newly enrolled students, parents are provided with 'entitlement' and 'survey and selection' letters in the appropriate languages. After viewing the DVD in the home languages of all parents present and in English, all options are explained and discussed. Where possible, additional personnel provide translation.

The language translation needs represented by the current group of ELL students includes Spanish, Bangali, Urdu, Punjabi, and Hatian Creole.

Parents are informed of the NYSELAT test results from the pervious years test in translated letter appendices as provided by the DOE website at the beginning of the school year (within the first 5 days of school). They are sent continued entitlement letters or non entitlement letters in english and their

home language (providing the DOE has a letter available in their home language). These letters indicate what program their child will receive for the current school year.

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.

The language translation needs represented by the current group of ELL students includes Spanish, Bangali, Urdu, Punjabi, and Hatian Creole.

## Part B: Creating a Communications Calendar

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

Lunch forms are provided in Spanish, Punjabi, Chinese, Hindi, and English at the beginning of the year. Invitations to ELL parent orientation meetings (in September) and ELL after school programs (before the program commences each year) are provided in English and the home language of the parents (including the languages of the current parents in the program as listed above). All other forms are translated for parents as needed.

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

Parent teacher conferences are held 4 times a year. This year, they will occur on Sept. 17, 2015, November 5, 2015, March 3, 2016, and May 12, 2016. Informal interactions, such as attendance teacher or guidance counselor calls to parents will take place on an as need basis. Tuesday afternoons from 2:30 to 3:45 are specially set aside for meetings and phone calls with parents as needed.

## Part C: Providing Language Assistance Services

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

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in written communication. Outside vendors are not used.

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. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in oral communication. An ongoing relationship with parents via meetings, phone calls and personal conferences ensure timely notification of all information pertinent to their child's educational progress. Outside vendors are not used.

## Part D: Training Staff on Policies and Procedures

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

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service by distributing the T&I Brochure, Language ID Guide and Language Palm Card at staff meetings.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

The school will fulfill parental notification requirements for translation and interpretation services as per Section VII of Chancellor's Regulation A-663 by posting a welcome poster, distributing the Parents' Bill of

Rights and Parents' Guide to Language Access, and by providing the Language ID Guide at the security desk and main office.

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

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

The school will view the parent survey to gather feedback from parents on the quality and availability of services.