

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

**DBN: (i.e. 01M001):**                   **27Q223**

**School Name:**                       **P.S. 223 LYNDON B. JOHNSON**

**Principal:**                             **DEBORAH OTTO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Lyndon B. Johnson School Number (DBN): 27Q223  
Grades Served: Pre-Kindergarten – 5  
School Address: 125-20 Sutphin Blvd Jamaica , New York 11434  
Phone Number: (718) 558-2900 Fax: (718) 925-9020  
School Contact Person: Nicole Kelly Email Address: Nkelly@schools.nyc.gov  
Principal: Deborah Otto  
UFT Chapter Leader: Sandra Wilks-Duplan  
Parents' Association President: Maria Gooden  
SLT Chairperson: Sandra Wilks-Duplan  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maria Gooden  
Student Representative(s): N/A  
N/A

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd Ozone Park, New York 11416  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: (718) 642-5800 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: 94QFSS Director: Marlene Wilks  
30-48 Linden Place  
Director's Office Address: Flushing, NY 11354  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718-281-3259 Fax: 718-281-3509

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deborah Otto	*Principal or Designee	
Sandra Wilks-Duplan	*UFT Chapter Leader or Designee	
Maria Gooden	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Maria Gooden	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Caldecutt	Member/Teacher	
Janis Roderick	Member/Teacher	
Sara Babich	Member/ Teacher	
Sherrill Dotson	Member/ Parent	
	Member/ Parent	
	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.

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

"There are no problems we cannot solve together, and very few we can solve ourselves" – Lyndon B Johnson

Our Educational Philosophy : The staff, parents, and the entire school community of P.S. 223 are dedicated to working together to prepare our students to become independent, lifelong learners. Our school is dedicated to educate our students using developmentally appropriate activities to unlock their love for learning. Children learn by doing. The work of Piaget, Montessori, Erikson and other child development theorists has demonstrated that learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world. Children acquire knowledge about the physical and social worlds in which they live through playful interactions with objects and people. Together we can provide a fulfilling learning environment to enrich your child's growth and development. A parent is a child's first teacher. Our teachers collaborate with parents often to maintain a cohesive learning environment both a home and in school. Parents are encouraged to support their children in school by coming in the classroom to participate in various activities as well as attend parent workshops to support their own continuation of learning.

Our Mission Statement: The entire school community of P.S.223 is dedicated to working together to enable our students to become independent, lifelong learners. P.S. 223 is a safe , nurturing environment that promotes social and intellectual growth through an enriched curriculum that integrates academic subjects, arts and technology. P.S. 223 continually work to develop multicultural connections that promote high esteem and self-respect. We remain firmly committed to "The Pursuit of Excellence" for all children.

The Lyndon Baines Johnson Elementary School, P.S. 223Q is a three-story barrier free school built in 1974, serving full day Pre-Kindergarten through fifth grade students. The building is partially air-conditioned, including most of the first floor and the library. The school has two schoolyards, one of which is a fully functional playground, appropriate for grades Prek-2. The second schoolyard is large paved area, equipped with basketball courts and tennis courts. This yard serves as the main play/recreational area and is used for morning lineup and recess.

P .S. 223Q. houses a Jamaica Hospital School Health Program that is funded through the New York State School-based Health Center Program. This program includes a full time nurse and social worker, as well as a doctor on site several days a week. This grant provides medical services to students throughout southeast Queens. This program provides regular check-ups and on time immunizations for students. It has a tremendous impact on the health and well being of the students, many of whom would be unable to afford these services otherwise.

The school currently houses two (2) Pre-kindergarten classes (One general Education Class and one Inclusion Class), six (6) Kindergarten classes (One 12:1:1, and five General Education Classes), five (5) First Grade Classes (One ICT and four General Education Classes), five (5) Second Grade Classes (One 12:1:1, and four general Education Classes), five (5) Third Grade Classes (One 12:1:1, four general Education Classes), four (4) Fourth Grade Classes(One ICT class, and three General Education Classes), four (4) Fifth Grade Classes(One 12:1:1 and three General Education Classes).

At the present time our staff consists of one (1) Principal, two (2) assistant principals, 43 classroom and nine cluster, two speech teachers, 1 Occupational Therapist, 1 Physical Therapist, a full-time guidance counselor, social worker, school psychologist, two (2) secretaries, one (1) school safety officer, 17 paraprofessionals, and 7 school aides.

Our teachers have implemented the New York City curriculum for ELA & Math which is Ready Gen & Go Math. We are completing our second year with this curriculum. Based on the data and our team meetings, we have discovered that our students need more support to meet the CCLS. Therefore, for the 2015-2016 school year, we are tweaking the Ready Gen program and decided to redesign the literacy block focusing on the balanced literacy approach and workshop model for math. The new literacy block will include Fundatations for Kindergarten-second grade classes, shared reading/close reading, read aloud, guided reading and writer's workshop from Teachers College. In addition, in grades three-five, we will incorporate test strategies and reading skills weekly. Our focus will be on the guided reading portion of the block to ensure we are meeting the needs of all students.

During math, we use the workshop model as well. This model includes homework review, problem of the day, mini lesson, guided practice, group work, reteach in guided math groups, tired center activities based on students abilities, recap and exit slips. During guided groups, teachers focus on the mini lesson and work on the skills as well as to enhance student engagement with problem solving skills using the DOK.

Through Academic Intervention Services we challenge children in need of differentiated instruction. Our AIS teachers use various methods including one to one services and small group instruction. AIS services are offered to our students in all curriculum areas depending on need based on data from baseline assessments embedded in our programs as well as the i-ready diagnostics. Our AIS teachers focus on literacy and mathematics. Science and social studies AIS services are offered as part of the literacy program as well as hands on activities offered by our science cluster and mapping activities offered by our social studies cluster.

Technology and data are abundant at PS 223Q. Every classroom from Pre-K to the fifth grade is equipped with various forms of technology: laptops, I-pads, Desktops, Nooks, and either a Smartboard or Promethean board. We utilized our RESO-A grant to create a library media center with 30 new I-Mac desktop computers and 110 new Mac Air laptops. Teachers utilize the vast forms of technology within their classroom or media center to analyze and share data. The teachers are able to electronically analyze trends of their grade or of the school to gear programs to lead to effective activities. By using GoogleDocs PS 223's data is a live forum that teachers can access to update and share growth or deficiencies of our students. Grade level teachers meet weekly, vertical team convenes monthly, and inquiry team congregates bi-monthly to investigate trends of our students. Beginning of the 2015-2016 school year we will have an informative parent website that will include particulars such as school events, important notices, PBIS facts, messages from the Principal and more.

Our school has adopted Positive Behavior Interventions Supports (PBIS) and created a PBIS Team, which oversees the development and execution on the PBIS program. At the beginning of the year the PBIS Team turn keyed our schools core values to the staff: safe, responsible, respectful and prepared. The team purchased tickets to reward students who follow the core values of our school. Bi-weekly the students can spend their tickets at the PBIS Store where they can purchase tangible incentives.

The team also created monthly pillars based on specific character traits. The traits were taught to the students during morning meeting and during Character Education. Each teacher monitored and selected a student who exemplified the monthly trait to be the student of the month. At the end of each month, one student from each class is awarded with a character trait award and their picture is placed on our "STARS" bulletin board for everyone to view.

Also in our efforts to maintain the social-emotional health of our students, we have seized the opportunity to be a part of a free character Education Program called CEI: The Leader in Me. The program focuses on a leadership model that brings a new climate and culture in schools.

We have established excellent partnerships with community-based organizations. Through our Penny Harvest campaign we were awarded a grant of \$800. The roundtable gave this grant money to Roy Wilkins Park, Senior Center and the Baisley Park Library. Our relationship with The Department of Youth and Community Development has provided us with an afterschool program called Compass. This program allows 180 students in grades K-5 to attend a free after-school program that offers the children various opportunities from homework help to arts and crafts. Since we recognize how critical parents' roles are in the lives of their children we have increased the amount of parent workshops being offered at our school. We have provided workshops on various topics and they are given at various times. By providing more opportunities for parents to attend a diverse amount of workshops, we anticipate a strong partnership with the community and this will ensure the best possible educational experience for students and parents alike.

## 27Q223 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	628	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	88.9%	% Attendance Rate		92.5%
% Free Lunch	90.9%	% Reduced Lunch		3.2%
% Limited English Proficient	3.5%	% Students with Disabilities		18.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.5%	% Black or African American		72.2%
% Hispanic or Latino	13.2%	% Asian or Native Hawaiian/Pacific Islander		7.9%
% White	1.2%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.3%	Mathematics Performance at levels 3 & 4		25.6%
Science Performance at levels 3 & 4 (4th Grade)	83.0%	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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### **Part 1 – Needs Assessment**

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

At the beginning of the year we have a system in place for identifying students at risk, or for providing Tier II and Tier III intervention for students not meeting grade-level benchmarks in math. We utilize Go Math Beginning of the Year Inventory and i-Ready diagnostics reports to identify students areas of weakness and strengths. We use this data to align our instructional program of RTI for intervention in order to ensure we provide a quality education for all students.

Based on the beginning of the year baseline assessment given to all grades, the following is a list of mathematical needs for each grade:

Kindergarten: counting, comparing length, size comparison, subtraction

First Grade: identifying fewer and more, addition, subtraction, counting tens & ones

Second Grade: place value (ones & tens), word problems, regrouping ones and tens, reading a line plot, measurement

Third Grade: fractions, addition, word problems, multiplying

Fourth Grade: addition with fractions, estimating, multiplication, angle measurements

Fifth Grade: mixed numbers, rounding whole numbers & decimals, metric system, geometric terms, place value using decimals.

Our priority is to improve student math performance in both classroom and state assessments by providing Tier II and Tier III interventions through RTI.

### **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, 50% of students in grades K-5 will increase one proficiency level in Mathematics, as measured by the “Go Math” End of Year Performance Assessment

**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 Rigorous Instruction and the Common Core 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>
<p>Utilize a 90 minute math block. The Think Central Math program will include but is not limited to, problem of the day, mini-lesson, small group instruction, teacher observations, math reflections, exit slips and/or performance tasks.</p> <ul style="list-style-type: none"> <li>• Teachers will collaboratively plan math instruction based on analysis of student data of formal and informal assessments</li> <li>• Teachers will examine the i-ready diagnostic reports to identify areas of student strength and weakness</li> <li>• Use of technology in the classroom including i-pads and lap tops to assist in differentiated instruction</li> <li>• Implement interactive math centers in the classroom during small group instruction to meet the students individual needs</li> <li>• Use of the Grab &amp; Go Differentiated Centers Kits</li> </ul>	<p>All teachers, clusters</p>	<p>September 2015-June 2016</p>	<p>Teachers &amp; Administrators</p>
<p>Supplement our staff with a mathematics teacher, who will attend outside professional learning opportunities, turnkey the information to teachers, provide demo lessons, analyze math data with teacher teams, demonstrate how to use the data to drive instruction and provide Tier II and Tier III intervention services for student subgroups not making progress in grades 3, 4 and 5.</p> <ul style="list-style-type: none"> <li>• Teachers will continue to receive Professional Development on Go Math throughout the year with the</li> </ul>	<p>All teachers, coach,</p>	<p>September 2015-June 2016</p>	<p>Teachers &amp; Administration</p>

<p>focus on using data to drive instruction and form tiered activities to meet the students needs</p> <ul style="list-style-type: none"> <li>Professional development will be given in effective questioning techniques, UDL, aligning CCLS to lesson design, providing feed back to students, and using data for differentiated lesson planning</li> </ul>			
<p>Provide students with disabilities with targeted instruction provided by an IEP and/or Special Education teacher that focuses on the specific areas of need of each student for both basic mathematical skills, as well as vocabulary development in mathematics.</p> <ul style="list-style-type: none"> <li>Utilize i-ready as an instrument to progress monitor students monthly</li> <li>Develop individual student goals based on assessments from i-ready</li> <li>Utilize After School Program and Saturday Program to target the Math needs of the participating students</li> <li>Re-teach skills during RTI</li> </ul>	<p>Students who are in the bottom 1/3 percent for grades 3-5</p> <p>Students who are one grade level below based on i-ready data for grades K-2</p>	September 2015-June 2016	All classroom teachers, RTI providers, SETSS teachers, clusters, Principal, Assistant Principals
<p>Provide parents workshops, and instructional websites (Think Central, i-ready, Mathletics) to assist parents with helping their children achieve their math goals.</p>	Teachers, Parent Coordinator	September 2015-June 2016	Teachers, Parent Coordinator, Administration

#### 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.											
Go Math materials including all assessments, Grab & Go kits, Smartboards, Think Central, Mathletics, I ready instruction & diagnostics, tired activities, laptops & i-pads, professional development, teacher meetings, vertical team meetings											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, all students in kindergarten-fifth grade will have shown a 20% increase in math achievement based on midyear go math assessment as well as iready diagnostics.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

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

***Since the implementation of Positive Behavioral Intervention Support in 2013 our safety issues and suspensions have decreased. As a result we will continue with the same methods of Positive Behavior Interventions and Supports (PBIS). We will continue with Character Education for grades 3-5 weekly. In addition our school will pilot “The Leader in Me” program school wide for the 2015-2016 school year.***

***Our priority is to build a school culture that focuses on students social emotional growth and students personal behaviors that can inhibit their learning. We have found that students are not equipped to deal with their emotional issues on a daily basis, therefore we need to build on character traits to foster a positive self image and child development for all students.***

### Part 2 – Annual Goal

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

By June 2016, there will be an increase of positive responses regarding student behavior and school discipline on the School Learning Survey as well as the day to day culture in the school building. We will measure this through DOJO where students earn pints for positive behaviors. On a monthly basis students will be rewarded at the school store to "cash in" their DOJO points.

### 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>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<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>
<ul style="list-style-type: none"> <li>• School leaders will emphasize and reinforce relevant rules and procedures throughout the school year</li> <li>• Teachers in grades Pre Kindergarten through fifth grade will engage in professional development around Positive Behavioral Intervention Support program monthly. We will incorporate the key values of “The Leader in Me” program into our Positive Behavioral Intervention Support program.</li> </ul>	All Staff & Administration	September 2015-June 2016	All classroom teachers, RTI providers, SETSS teachers, clusters, Principal, Assistant Principals
<ul style="list-style-type: none"> <li>• Home/School Connection Newsletter sent home</li> <li>• Expectations will be modeled, demonstrated and role-played</li> <li>• Expectations will be evident in the hallway, bus, playground, restrooms, arrival/dismissal and cafeteria</li> <li>• There will be a Character Education Period for Grades 2-5 given by the Guidance Counselor and School Psychologist</li> <li>• Reinforcement of the school motto – “Great Expectations: The Pursuit of Excellence” Daily school affirmation recited: <u>No Hill is too High</u> by Adrienne Sealy</li> </ul>	All Staff & Administration	September 2015-June 2016	All classroom teachers, RTI providers, SETSS teachers, clusters, Principal, Assistant Principals
<ul style="list-style-type: none"> <li>• Positive Behavioral Intervention Support Committee formed – 6-8 members</li> <li>• Positive Behavioral Intervention Support store for incentives</li> <li>• Provide monthly character pillars to focus on. Use of DOJO system to inform parents of students progress/behavior</li> </ul>	All Staff & Administration	September 2015-June 2016	All classroom teachers, RTI providers, SETSS teachers, clusters, Principal, Assistant Principals

**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.											
<ul style="list-style-type: none"> <li>• Principal, Assistant Principal, classroom teachers, cluster teachers, resource room teachers, AIS providers, coaches, the data specialist, ELL teacher, IEP teacher, and educational assistants</li> <li>• Student incentives for the store, Leader in Me materials, DOJO, Character education videos</li> </ul>											
<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	X	Title I TA	X	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 March 2016, students will have mastered at least 5 of the key pillars of the character education program, as evidenced by the day to day interactions of the students amongst each other. We will administer a survey based on the character education pillars & the Leader In Me traits in November prior to beginning the Leader in Me to all students. We will conduct a similar survey in June.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

After completing our second year with Ready Gen and analyzing our data, we realized the priority to increase students writing. The Ready Gen program has deficits in writing therefore we will be supplementing the writing portion. We have been chosen by Teachers College to implement the Chancellor’s writing initiative for 2015-2016 school year. Select staff will attend workshops at Teachers College over the course of the year for training in the writers workshop.

**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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% of all students will have completed the Units of Study by Genre: Opinion/Argument, Narrative & Informational writing with grade level proficiency as measured by the EOY writing assessment.

**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>• Strategies to promote teacher-parent collaborations to improve student achievement.</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>Genre studies will support the craft of writing in the classroom. They will focus on writing process cycle</p>	<p>Student s</p>	<p>September 2015-June 2016</p>	<p>All Classroom Teachers,</p>

Use of a benchmark piece of each kind of writing showing how one piece of writing could develop according to the CCSS learning progressions. Formative assessments will be used at the end of each unit.	Students	September 2015-June 2016	All Classroom Teachers
Teachers will meet weekly to develop units of study lessons, mini lessons, review writing samples based on rubrics.	Staff & administration	September 2015-June 2016	TC trained teacher, Teachers on each Grade & administration
Analyze school-wide trends in writing, share best practices to ensure the school wide focus around writing instruction and that all grade levels are making progress towards their goals during vertical inquiry meetings and grade team meetings.	Vertical Inquiry team	September 2015-June 2016	Teachers & Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers College Professional Development; Baseline writing task, Mid-year assessment, End of year assessment, rubrics, checklists, Teacher meetings											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all students in K-5 will have shown a 10% increase in writing assessments compared to the baseline assessment given in September from Writing Pathways: Performance Assessments by Lucy Calkins.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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 2014-2015 school years Advance results, the teachers need to focus on Danielson component 3b, Using questioning & discussion techniques. 44% of teachers were effective compared to 48% were rated developing.

After our Quality Review in January 2015, one area for focus was on higher level questioning during instruction .

**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 at least 50% of teachers will be Proficient or Highly Effective on Danielson Framework for Teaching, element 3B. Administrators will observe teachers at least four times and provide targeted feedback around regarding element 3B to the staff.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Administration will meet with every teacher at the beginning of the school year individually to set goals and	Teachers	September 2015-June 2016	Teachers and Administration

review previous years pertaining to the areas to focus on for the upcoming school year.			
Design a TIP and work closely with teachers who were rated developing overall. Provide them with a mentor teacher to meet with weekly to increase quality instruction.	Developing Teachers	September 2015-June 2016	Teachers and Administration
Provide teachers with individual Professional learning opportunities on classroom observation data/ratings	All teachers	September 2015-June 2016	Administration
Provide professional development for teachers on strategies on questioning ( Videos from Learn, PD from Talent Coach, DOK, District and inter-visitations)	Teachers	September 2015-June 2016	Administration, Teachers, Mentors ,

**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.											
Danielson Framework for Teaching, Talent Coach, District/Network Professional Learning, Intervisitations to other schools/classes.											
<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	X	Title I TA	X	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 January 2016, administrators will have observed all teachers at least two times and provide timely feedback which will result in at least 25% of teachers showing improvements in 3B of the Danielson Framework.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

Based on the parent surveys data, there is a need for more parent involvement in school activities. Parental attendance for Parent Association meetings is approximately 5% of parents that attend regularly. We realize the critical role parent’s play in the lives of their children and to support this parent-child relationship, we will offer more workshops and events for the parents to attend. We will continue to work on developing stronger home-school connection by developing a school website for parents to use to access all pertinent information related to the school.

### Part 2 – Annual Goal

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

By June 2016, parent involvement will increase by at least 10% by the number of parents that attend Parent Teachers Association meetings and workshops provided by the school. As well as the number of parents that attend Tuesday meetings with teachers via phone conferences or in person meetings at the school.

### 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>The school will continue to use our parent coordinator to provide parents with on-going workshops in areas determined by the needs of the parents.</p>	<p>All Pre K-5 parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Teachers, Administration</p>
<p>In addition, the administration will provide the following parent activities throughout the 2015-2016 school year:</p> <ul style="list-style-type: none"> <li>• Parent Lending Library</li> <li>• Coffee and Conversation with the Principal</li> <li>• Family Fun Night</li> <li>• Family Movie Night</li> <li>• Terrific Tuesday</li> <li>• ART Workshops</li> <li>• Technology Workshops</li> <li>• Open School Week</li> <li>• English Language Arts, Math and Science Test Preparation workshops</li> <li>• Positive Behavior Intervention and Supports</li> <li>• English as a Second Language Parent workshops</li> <li>• Mother's Day Tea</li> <li>• Donuts with Daddy</li> </ul>	<p>All Pre K-5 parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Teachers, Administration</p>

Parent Surveys to assess the needs of the of parents	All Pre K-5 parents	September 2015-June 2016	Parent Coordinator, Teachers
Regular communication with parents through online "Class DOJO" program, school messenger and the school website.	All Pre K-5 parents	September 2015-June 2016	Parent Coordinator, Teachers

**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.											
Laptops, iPads, school messenger, "Class DOJO", School website, Professional Development, Parent Teacher Association, Parent Coordinator workshops											
<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	X	Title I TA	X	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 January 2016, Parent involvement will increase by 50% of all workshops, teacher meetings , Parent Teacher Association meetings and school 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>• NYS ELA Scores</li> <li>• Teacher Recommendations</li> <li>• Fountas and Pinnell levels</li> <li>• Performance Tasks</li> <li>• Formative and Summative Assessments</li> </ul>	<p>Direct instruction, guided instruction, modeling through workshop model</p> <p>Scaffolding and different entry points for students based on needs assessment</p> <p>Materials Used:</p> <p>Ready Gen</p> <p>I-ready books</p> <p>On-line resources- Read, write think.org; starfall; readworks</p> <p>Supporting the Standards</p> <ul style="list-style-type: none"> <li>• Time For Kids Magazines</li> <li>• National Geographic: Ladders ((leveled non-fiction books)</li> </ul>	<ul style="list-style-type: none"> <li>· Direct Instruction</li> <li>· 1:1</li> <li>· Small Group</li> <li>· Pull-out</li> <li>· Push-in</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school</li> <li>• Saturday program</li> </ul>

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• NYS Math Scores</li> <li>• Teacher Recommendations</li> <li>• Performance Tasks</li> <li>• Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction, guided instruction modeling through workshop model</li> <li>• Scaffolding and different entry points for students based on needs assessment</li> </ul> <p>Materials Used:</p> <ul style="list-style-type: none"> <li>• Go Math</li> <li>• I-ready diagnostic program &amp; instruction program</li> <li>• On-line resources: Think central; k-5 math teaching resources.com; cool math; math is fun</li> <li>• Curriculum Associates materials</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• 1:1</li> <li>• Small Group</li> <li>• Pull-out</li> <li>• Push-in Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school</li> <li>• Saturday program</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science Tests scores</li> <li>• Teacher Recommendations</li> <li>• Performance Tasks</li> <li>• Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction, guided instruction, modeling through workshop model</li> <li>• Scaffolding and different entry points for students based on needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school program</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social Studies performance tasks</li> <li>• Teacher recommendations</li> <li>• Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction, guided instruction, modeling through workshop model</li> <li>• Scaffolding and different entry points for students based on needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1</li> <li>• Small Group</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,</i>	<ul style="list-style-type: none"> <li>• Teacher recommendations</li> <li>• PPT Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding self, developing Positive Self-Esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> </ul>

<i>School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> <li>● OORS incident reports</li> <li>● Teacher Anecdotal</li> <li>● Minor behavior forms</li> </ul>	<ul style="list-style-type: none"> <li>● Problem-solving skills</li> <li>● Anger Management</li> <li>● Character Education</li> </ul>	<ul style="list-style-type: none"> <li>● one-to-one delivery</li> </ul>	
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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.
<p>Our school develops highly qualified teachers by guiding their work &amp; collaborating with the teachers during grade team meetings, vertical planning periods, common preps, weekly Monday professional development , feedback from administration and support from cluster teachers to ensure planning &amp; instruction is seamless and aligned to the Common Core Learning Standards.</p> <ul style="list-style-type: none"> <li>• A mentor is assigned to support teachers in their first and second year. Professional development is on-going throughout the school year in specific areas of need based on the individual teachers.</li> <li>• Mentors are assigned to support struggling teachers. The mentors work weekly with the teachers by modeling lessons in the classroom. Discussions are then held between the mentor and struggling teacher to evaluate what was observed and what will be implemented in the classroom by the struggling teacher. A log sheet is kept as well as an action plan is created to document the services provided to the teacher.</li> <li>• Pupil accounting secretary will work closely with HR point person to ensure that non-HQT meet all required documentation.</li> </ul>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teacher Evaluation system and Danielson rubric</p> <p>Differentiated Monday Professional Development</p> <p>Analyzing student work &amp; work protocol</p> <p>Writing Workshop &amp; The Writing Process</p> <p>Professional development on the Common Core instructional shifts</p> <p>Implementation of Go Math and ReadyGen program</p>

Analyzing Data and support by the network and Data Specialist.

Mid year reflections & End of year reflections

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

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

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

To ensure that our children have a smooth transition from prekindergarten into kindergarten, our pre-kindergarten team provides an environment that meets the social and emotional needs of the children through strong teacher collaboration and parental involvement. Our pre-kindergarten teachers work collaboratively. Each week during inquiry they have an opportunity to develop their units of study, look at student work and create different types of assessments that are used to monitor students' growth. All lessons taught within the unit of study are aligned with the New York State Prekindergarten Foundation for the Common Core. Each lesson builds upon each other and learning centers are developed to reinforce concepts being taught in the classroom. Throughout each unit work samples are collected and assessments are administered in order to monitor children's growth and are used to plan for upcoming lessons to meet the students' needs. To encourage parental involvement, various home-school activities are sent home. This gives families the opportunity to work together on meaningful activities. In addition, parents are encouraged to take out books from the library.

#### **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 and administrators met to discuss the assessment options provided to them from ReadyGen, Go Math and the DOE assessment options and use the data to make adjustments to our instructional program. We have chosen a variety of assessments including standardized tests, i-Ready as well as rubric based performance tasks in order to match CCLS assessment standards.. In addition the i-ready diagnostic tool provides weekly reports on student progress to ensure small group instruction and AIS is provided in the areas the students are struggling with.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	319,758.00	X	
Title II, Part A	Federal	155,790.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,305,484.00		

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

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

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### **Parent Involvement Policy (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. 223Q Lyndon B. Johnson**, 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.223Q** 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. 223Q**, 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>Lyndon B. Johnson</u>	DBN: <u>27Q223</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>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:           The Title III program previously offered at PS 223Q was highly beneficial to the LEP students or ELLs, especially to those who demonstrated special needs in meeting the academic requirements. The reading and math scores all point to the importance of this supplemental service, and its continuation will help sustain and strengthen the positive trend in the students' performance. Due to the joint efforts of the school staff and administrators, the ELLs in general performed within the expectations on the New York State standardized tests in the previous years. Therefore there is sufficient reason to keep the program open this year.

With Title III fund granted , about 13 ELLs and former ELLs from the third grade above will participate in a three-hour SATurday Academy. The program will last about six months, totaling 72 sessions. An ESL-certified teacher and a math teacher will co-teach the program, ensuring both ESL and content areas for the ELLs.

The program instruction will focus on reading and math, using ESL methodologies. Students will work in small groups, preparing for the NYS ELA and math tests. The teachers will use test data to plan instruction and work for the students. Selected materials in ESL, reading, math, science, and social studies will all be used. In addition, multi-media and on-line applications will be included, such as Studyisland, Gomath and I-Ready which covers reading, math, science and social studies, aligned with CCSS.

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## 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 Title III program recognizes the need to provide staff development for the teachers involved with the LEP students or ELLs. The changing educational environment poses big challenges not only for the new teachers but also for everyone else invovled with the children in special need. Training teachers provides key support for the efforts toward successes.

Personnel involved in professional development will include Jian Shi, ESL teacher, Deborah Schall, math coach, Michelle Ford, literacy specialist, and other teachers.

Workshops will cover a variety of topics such as laws and regulations, instructional approaches and strategies, books and materials, cultural awareness, and parent involvement.

A tentative calendar of workshops is provided as below,

- September and October: regulations and mandates regarding the bilingual/ESL program, parental involvement, cultural awareness, HLIS and LAB-R, getting ready for the new-comers.
- November and December: second language acquisition, the State Learning Standards and test policies, ESL methodologies and materials.
- January and February: differentiated instruction for the ELLs, teaching reading to newcomers, challenges in learning to read and to write, technologies in the classroom.

### Part C: Professional Development

- March and April: Helping ELLs in the content areas, teaching math concepts and vocabulary, teaching math to newcomers and students in needs(differentiated planning and instruction)
- May and June: NYSESLAT, tests and promotional policies, ATS reports and data for ELLS.

### 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: Parents are the most important stake-holder and the driver in the education of their children. Not only do they have the legal rights to be well-informed about their children's education but also their participation will directly impact their children's learning and well-being all round. The Title III program will hold parent workshops under that tenet or rationale.

A tentative calendar of workshops is provided as below,

- September and October: orientations, regulations and parents' rights, HLIS and LAB-R.
- November and December: helping children at home, homework and student requirements.
- January and February: helping children at home with reading, vocabulary work, resources.
- March and April: Helping children at home in math, concepts and vocabulary, real life math.
- May and June: NYSESLAT, tests and promotional policies, preparing for standardized tests.

The workshops will be provided jointly by Jian Shi, ESL teacher, Deborah Schall, math coach, Michelle Ford, literacy specialist, and other expert teachers. Ample time will be given to parents for planning to attend the workshops. And letters of notices will go out in English and translations.

### Part E: Budget

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

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

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

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
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>223</b>
School Name <b>Lyndon B Johnson</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>Deborah Otto</b>	Assistant Principal <b>Nicole Kelly</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Carmen Chambers</b>
Teacher/Subject Area <b>Nicole DePascale/AIS</b>	Parent <b>Marie Gooden</b>
Teacher/Subject Area <b>Denise Brown/Science</b>	Parent Coordinator <b>Diane Thomas</b>
Related-Service Provider <b>Betti Braunschweiger/SETTS</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	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 <b>not</b> 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)	<b>569</b>	Total number of ELLs	<b>27</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>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	27	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	27	0	3	0	0	0	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: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									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									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.  
 The school uses different means to assess the early literacy skills of ELLs, such as Fountas and Pinnell. About 75 % of the ELLs scored one or two levels below the benchmarks of Fountas and Pinnell. The data indicates that the ELLs have more difficulty understanding the texts than the EPs due to limited English. The evidence correlates with the levels of ELLs. With limited English and mostly speaking their first languages at home, the new comers have greater obstacles in closing the gap between themselves and the EPs. The data implies that differentiated instruction is needed to help the new ELLs build a basic set of words and concepts which can serve as the background for building literacy skills. Also phonics skills may help the beginning level ELLs decode sounds of vocabulary.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 On the Last NYSESLAT, 9/18 or 50% of the ELLs are expanding, 2/18 or 11% of the ELLs reached transitioning and 4/18 or 22% are emerging. 3/18 or 16% of the ELLs scored at the beginning level. The proficiency levels are tied to the years of service. The two beginners are all new comers. The ELLs with two years of service or more tend to perform the best. They scored either at the advanced or proficiency level. The two IEP ELLs moved up from beginning and intermediate levels to intermediate and advanced levels. The overall performance exceeds last year with advance and proficiency level rising from 41.6% to 60% and beginning level dropping from 25% to 7%. This year on the LAB-R, five of the seven new ELLs scored at the beginning level and two scored at the advanced level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The patterns across NYSESLAT modalities indicate that the ELLs tend to outperform in listening and speaking, followed by reading and writing. Students with a year of service or so display this pattern more articulately. The patterns also show that it takes longer to master reading and writing. In order to help the ELLs achieve overall proficiency, more emphasis needs to be placed on reading and writing. To achieve that goal, the school will run an after-school program for the ELLs.
- 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?

The ELLs have performed unevenly in different subject areas:

- A) Twelve ELLs took the State ELA and thirteen ELLs took the State math test. On the ELA, two scored level 2, and nine scored at level 1; on the math test, one scored level 3, three scored level 2, and eight scored 1. Three students took the math test with both the English and Spanish versions and scored all at level 1. There was not any clear indication of whether the students depended more on one version of the test than the other. On the science test, one score level 2, one scored level 3, and two scored level 4. The new common core state tests were first given and more challenging.
  - B) The school leadership and teachers used the results of ELL Periodic Assessments to determine the needs of ELLs and plan differentiated instruction. Some students with greater needs attended lunch-and-learn sessions. Some attended after-school programs. The school will run a Saturday Academy for all the ELLs this school year.
  - C) The school reviews all the assessment data and plan differentiated instruction accordingly. The inquiry team meet regularly and plan curricular and instruction guidance. The grade team holds weekly data preps, with all the teachers sharing and planning new CCSS aligned instruction. Some students need to develop the academic language for grasping concepts and solving problems, and others need more individualized help.
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 school has systemically evaluated and determined students' performance and needs using the benchmark tests for third, fourth and fifth grade students, and Fountas and Pinnel for all students. For ELLs additional instruments such as the ELL periodic tests were administered. Data generated from informal and formal assessments are used for planning core instruction as well as delivering other layers of instruction using the RTI model. For example, we determined severe needs for three ELLs in ELA and five ELLs for math. And we planned and delivered specific and intensive instruction with targeted activities for them through small group settings. Three times a week, these students attended lunch-and-learn sessions. And a Saturday Academy will be open the ELLs this year.
  6. How do you make sure that a student's new language development is considered in instructional decisions? ELLs, especially new-comers, demonstrate needs for both academic contents and second language acquisition. We make sure our lessons and instructions carry dual objectives, a content objective and language objective. Differentiated activities and materials requiring different linguistic readiness are included. For students with greater needs, we will scaffold by using ESL methods and spending more time on vocabulary, phonics, and grammar.
  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?

Paste response to questions here:
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The success of the ELLs depends on many factors. On the part of the school, we have made the best efforts to help our ELLs learn. We have used benchmark tests and ELL interim tests to monitor the students' progress. The ELL performance on the NYSESLAT is used to evaluate if our ELL program has met our goal and objectives. Last year we have exceeded our goals by a large margin.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section. At registration, parents will receive a registration package which contains the Home Language Identification Survey. Biligual parents will receive the HLIS in bilingual versions. Informal oral interviews will be conducted with the parents and the students by bilingual pedagogues as well as the administrators to determine if the incoming students need to be tested for bilingual/ESL services. Bilingual-speaking pedagogues include Janet Roderick for Spanish, and Najelah Belizaire for Haitian Creole. Based upon the parental responses on the HLIS, the certified ESL teacher or bilingual coordinator will determine test eligibility for the new student

by completing the school section on the HLIS form. If parents check one item from item boxes 1 to 5 and two boxes from 5 to 8, the school bilingual/ESL teacher will test the student with the Language Assessment Battery-Revised (LAB-R) within ten days of the student's enrollment. If the student speaks Spanish as indicated on the HLIS form, and is tested to be eligible for bilingual/ESL service, the student will also be administered the Language Assessment Battery in Spanish. The test result of the LAB in Spanish will be used for determining language dominance of the student. And the test result of the LAB-R will be used to determine eligibility for bilingual/ESL service.

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).

Paste response to question here:

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).

Paste response to question here:

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.

To assure parent rights, the bilingual/ESL teacher or coordinator will send parents entitlement letters and Parent Survey and Selection forms in bilingual versions. At the parent orientation Parent Survey and Selection forms will be distributed, and collected after completion. Those parents who cannot attend the workshop and who do not return the Survey will be contacted by calls and sent letters and forms again. The returned forms will be placed in the students' record folders. And copies will be made for filing. ELLs without the completed forms returned will be placed in bilingual transitional programs by default.

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).

Paste response to question here:

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 will receive all the necessary information and make choices for their children. Parent orientation is conducted by the ESL teacher and the parent coordinator for parents of new ELLs with parents' guide, video demo, program selection forms, etc. The workshop will be run with bilingual support and all materials in bilingual forms made available for parents. Parents will make their own decisions on the choice of Bilingual Transitional Education, Dual Language or Freestanding ESL. If parents select a bilingual program their child, the school will assist the parents to contact the ELL Program Transfer at the Office of English Language Learners for the arrangement. A timeline of the orientation workshops includes one in September, and one in October, followed by other ones whenever newcomers arrive.

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

To assure parent rights, the bilingual/ESL teacher or coordinator will send parents entitlement letters and Parent Survey and Selection forms in bilingual versions. At the parent orientation Parent Survey and Selection forms will be distributed, and collected after completion. Those parents who cannot attend the workshop and who do not return the Survey will be contacted by calls and sent letters and forms again. The returned forms will be placed in the students' record folders. And copies will be made for filing. ELLs without the completed forms returned will be placed in bilingual transitional programs by default.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our Parent Coordinator, pupil secretary and ESL teacher continues outreach to parents to assist them, if needed in completing the survey.

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

All families that qualify will receive the letters during Parent Orientation . They will also be sent home to any families you do not attend.

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

The returned forms will be placed in the students' record folders. And copies will be made for filing. ELLs without the completed forms returned will be placed in bilingual transitional programs by default.

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.

All the ELLs will be evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). In spring ATS reports -RLER and RLAT will be generated for test eligibility of all the ELLs. The school will notify the parents, prepare the students, set a testing schedule, secure a proper testing location, and form a scoring team. To ensure the success of the NYSESLAT

administration, four days will be assigned for each component of the test components. Our testing coordinator, ESL teacher, and IEP teacher will work jointly to conduct the tests.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our Parent Coordinator along with Our ESI teacher will work collaboratively to ensure all parents receive the prtoper letters.
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).  
A review of completed Parent Survey and Program Selection forms reveals the trend that the majority of parents have opted for the ESL program instead of bilingual programs, which are not available at the site. In the last four years, only two parents opted for Transitional Bilingual Program and then rejected the transfer option.  
The program model in existence at the school is fully aligned with parent requests.

## 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.  
Paste response to questions here:
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
For the existing ESL program, beginning and intermediate level students receive 360 minutes of ESL instruction weekly in all four modalities as required under CR Part 154, while advanced ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA per week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Content areas in math, science, and social studies are covered with scaffolding and other ESL approaches. For examples, For native language support, Spanish materials in math and social studies were purchased. Bilingual dictionaries are provided. The ELL teacher also use bilingual glossaries in math, science and social studies. Instruction includes read-aloud, teaching vocabulary, fiction and non-fiction, hand-on activities, visual aids, cooperative work, test preparation, and individual tutoring. Another scaffolding approach for teaching new-comers content area is to use bilingual glossaries for math, science, and social studies developed by professional institutions.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
ELLs will be evaluated by the State Reading tests in Spanish and Chinese, class work, projects in native languages, school tests, and observations, when a bilingual program is formed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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

Differentiated instruction will take place for ELL subgroups:

A) Among the ELLs, no SIFE students have been identified. In the case of future ones, enhanced instruction in needed areas, and remedial support will be provided. An example will be to provide additional school and after-school sessions.

B) For the newcomers (less than three years), we will provide intensive and extensive ESL instruction, using various graded materials, multi-disciplinary books, technologies, and ESL methodologies. For the past three years after-school ESL programs were provided to help the ELLs prepare for State tests. And this year the school will continue the support. For technologies, purchased online learning sites such as Study Island will expand to all grades and cover all content areas. Six computers with internet access have been set up for the ELLs and free online learning sites such as Starfall.com and Math.com may provide abundant interactive activities for the newcomers.

C) With ELLs having received service 4-6 years, we will focus on their needed areas. In most cases, ELLs will receive an extension of service, unable to meet the reading and writing criteria. Differentiated instruction with remedial and reinforcing exercises will be provided. Examples of strategies and activities include the use of graphic organizers for reading and writing, vocabulary development, standards-driven writing portfolios, and test prep. After-school programs and Saturday Academy will be in place to address some of the ELLs' needs.

D) Currently there are no Long Term ELLs. In the case of future ones, the same kind of strategies and methods targeting at special needs will be provided as above.

E) With the ELLs reaching proficiency on the NYSESLAT, we will keep maintenance by providing after-school programs, and occasionally arranging for tutoring as needs arise. These students will receive the same test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.

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?

ELLs-SWDs will receive different help. Our plan is to help them meet higher expectations using different methods and materials so that the students will build stamina in work and stayed motivated and focused. For example, interactive computer-assisted work has proven quite effective for them. Some of the interactive software includes Daily Reader Series by Weekly Reader Corporation, Living Books Series by Randon House/Broderbund Company, Soliloquy Reading Assistant, and Scholastic's Math Missions K-2 and 3-5. Methods suitable for individual student also include TPR, big pictures for vocabulary, illustrated content areas books, and hands-on activities.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school will set clear goals in the IEP for ELL-SWDs, and the teachers will receive and review the IEP carefully. Cuurently the school adopts a more inclusive approach for ELL-SWDs. They receive instruction with the general education ELLs with the help of educational assistants. Multicultural materials reflecting the curriculum are used and students will feel more accepted. A classroom with large space is provided for different activities. Instruction will be provided with further differentiation for ELL-SWDs and the use of some methods in the SIOP Model.

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 Dually 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 Dually 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.

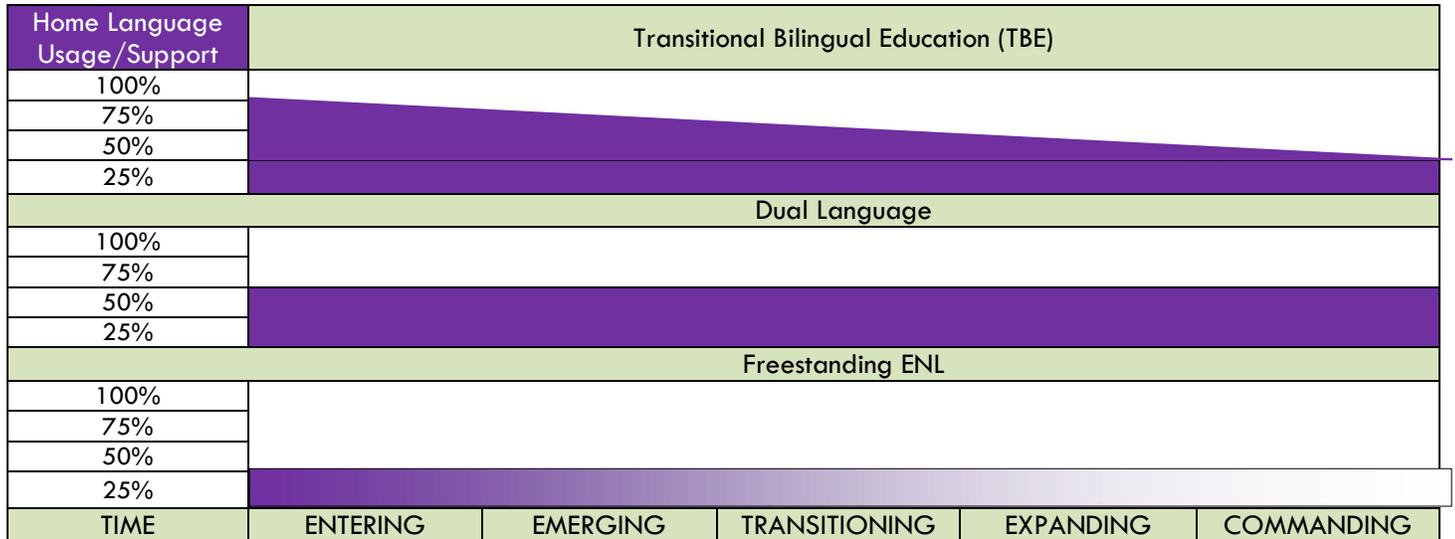


\*Note “other approved services” does not apply to New York City at this time.

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.  
ELLs identified for needs in ELA, math and other areas may receive intervention service by RTI teachers, special tutoring, and after-school and Saturday instruction. The RTI program uses Wilson, Foundations, Core Knowledge Reading Pilot Program, Everyday Mathematics, Coach and Kaplan Programs. Some of the ELLs may receive speech service, physical therapy, guidance counseling, and help with the psychologists. Native languages may be used for best results in the above work.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The current ELL program is being delivered effectively to all ELLs in the building according to the regulations and mandates. Instructions cover both literacy skills and academic contents, with a balanced use of both fiction and non-fiction materials. To help the ELLs meet the CCSS, the program leveraged support for the students with RTI and after-school programs. As a result 30% of the ELLs attained proficiency level and 30% the advanced level on the NYSESLAT in the previous year.
12. What new programs or improvements will be considered for the upcoming school year?  
I-Ready, Readygen, Go-Math, and Study Island will be used in instruction this year.
13. What programs/services for ELLs will be discontinued and why?  
No program/services for ELLs will be discontinued in sight.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are afforded equal access to all school programs. For examples, some ELLs attended the Outside of School Time program (OST), the after-school dance program. An after-school ESL program funded under Title III was run for the ELLs and former ELLs. The goal of this program is help the ELLs achieve better results on the New York State ELA and Math tests. Computers were purchased for the ELL program, and the ELLs have access to all new technologies.
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.  
A variety of instructional materials including text books, readers, teacher-made materials have been used, and among them are ESL books such as Addison-Wesley ESL and Pearson's Backpacks, content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success, bilingual content area materials such as books in Spanish math and social studies. Additional examples include big books, readers, bilingual picture dictionaries, and on-line learning sites such as Study Island and Starfall.com.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is made available for the ELLs with bilingual materials, dictionaries, and content glossaries. ELLs with common languages are also paired for cooperative learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Instructional support and resources are tailored to needs of ELLs at different age and grade levels. The ELLs are graded by their ages and grades. The beginning and intermediate level students receive twice the instructional time. Small groups in the RTI model are used for students with special needs. Materials and activities are selected and tailored for differentiation.
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).  
The new ELLs receive a tour of the school with attention to key locations such as restrooms, health rooms, cafeteria, library, and the dismissal sites. They are introduced to their teachers for proper seating. Basic words and signs will be posted and explained with bilingual help.
19. What language electives are offered to ELLs?  
Currently no foreign language courses are offered at the site.
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)?

## 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.)  
Staff development will be provided for all school personnel including teachers, paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, and assistant principals. Topics will include regulations and mandates regarding services for the ELLs, cultural awareness, LAB-R and NYSESLAT, ESL methodologies and materials, helping ELLs in the content areas, standards and State tests, parental involvement, translations, and technologies, etc.
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?  
2. Professional developments were offered on policies and regulations regarding ELLs, instructional strategies and approaches for ELLs, ESL standards and CCSS, content areas for ELLs. Workshops were run with the ESL teacher, coaches, and content area teachers
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
3. Through the school guidance counselors, the ELL personnel will be informed of the program choices and operational differences at the middle schools, and help the graduating ELLs select suitable schools and programs, overcome fears, and prepare for the unknown.
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.  
4. The 7.5 hours of ELL training will be provided by the ESL/bilingual teacher, the math and literacy coaches, and other professionals to all school staff, topics including second language acquisition and practice, ESL standards, content areas, curriculum and assessment, scaffolding for ELLs in Readygen, the teaching of academic vocabulary, and graphical organizers for writing. In the past year 7.5 hours of ESL training was successfully delivered. The workshops may be offered during the staff lunch periods and after school. The attendance will be kept on file, and teachers who have completed the 7.5 hours will receive principal's certifications. Paste response to questions here:

### 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?

All school-wide parent activities will involve parents of ELLs. Parents are given orientation workshops at the beginning of the school year. Notices/letters are sent out in bilingual versions. Special orientation workshops are given to parents of new ELLs. Bilingual signs are posted outside of the main office in the lobby.

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

The school does partner with community-based organizations to provide service to the ELL parents. For example, The Outside of School Time program (OST) provides bilingual instruction and help to ELL parents when they enroll their children in the program.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school evaluates the needs of the parents through surveys and all kinds of correspondences. The parent coordinator holds regular parent workshops. Parents receive forms such as Parent Guide, Parent Survey and Program Selection Form.

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

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

The school addresses the needs of parents by offering workshops and conferences. For example, workshops on how to help ELLs at home were conducted for the ELL parents in the past year. Paste response to questions here:

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

### D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q223** School Name: **Lyndon B Johnson**  
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.learndoe.org/tiu/lac](http://www.learndoe.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 will receive all the necessary information and make choices for their children. Parent orientation is conducted by the ESL teacher and the parent coordinator for parents of new ELLs with parents' guide, video demo, program selection forms, etc. The workshop will be run with bilingual support and all materials in bilingual forms made available for parents. Parents will make their own decisions on the choice of Bilingual Transitional Education, Dual Language or Freestanding ESL. If parents select a bilingual program their child, the school will assist the parents to contact the ELL Program Transfer at the Office of English Language Learners for the arrangement. A timeline of the orientation workshops includes one in September, and one in October, followed by other ones whenever newcomers arrive.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, French, Hatian, Punjabi, Bengali, Urdu

## 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.)

School memos-ongoing all year, Parent Handbook-September, School Calendars-ongoing all year, lunch forms-September, blue cards-September, registration packet- September. These are translated on an as needs basis.

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 meetings every Tuesday, Parent Teacher Conferences, curriculum nights, weekly workshops held by teachers and Parent Coordinator,

## Part C: Providing Language Assistance Services

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

We have a staff member translate whenever there is a need. We utilize the translation service provided by the DOE when needed

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.

We utilize both services. We have staff that translate in Spanish and Punjabi.

## 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.)

During Professional Development on Mondays, our ENL teacher provides all necessary information to our staff

**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

**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)

Parent Surveys