

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X126

School Name:

P.S. 126 DR MARJORIE H DUNBAR

Principal:

NADINE KEE-FOSTER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. Marjorie H. Dunbar Elementary School Number (DBN): 09X126
Grades Served: Pre- K thru 5
School Address: 175 West 166th Street Bronx, NY 10452
Phone Number: 718 681-6120 Fax: 718 681-6131
School Contact Person: Nadine Kee-Foster Email Address: nkeefoster@schools.nyc.gov
Principal: Nadine Kee-Foster
UFT Chapter Leader: Denise Saget
Parents' Association President: Diana Cranston
SLT Chairperson: Mary Russo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Latoya Smith
Student Representative(s): n/a

District Information

District: 09 Superintendent: Leticia Rodriguez- Rosario
Superintendent's Office Address: 1245 Washington Avenue
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718-681-6455 Fax: 718 410-7017

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: 1000 Zerega Avenue, Bronx, NY
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718 828-4852 Fax: 718 828-6395

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)
Principal	*Principal or Designee	
UFT Chapter Leader	*UFT Chapter Leader or Designee	
PA President	*PA/PTA President or Designated Co-President	
DC 37 Representative	DC 37 Representative (staff), if applicable	
Title I Rep.	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>	
n/a	CBO Representative, if applicable	
Teacher	Member/ Teacher	
Teacher	Member/ Parent	
Parent	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 126X is a Pre-K through 5 elementary school located in the Highbridge section of the Bronx. The Highbridge community advocates for excellence in education, the advancement of youth promotes adult education and celebrates the diversity of its members. This is a transitional community with a significant percentage of families in temporary housing and children in foster care; therefore, we have strong ties to community-based organizations such as Woodycrest, Highbridge Life and Bridge Builders. A school-based health center, the Morris Heights Clinic supports the healthcare needs of our students here at P.S. 126X.

The mission of P.S. 126X and our community is to teach our children of diverse backgrounds to read, write, think, problem solve, speak well, appreciate the arts and behave in socially acceptable ways in order to become independent contributing members of society. We aim to provide an Environment that is Engaging and provides multiple opportunities for students to learn.

Our vision is to create a child centered environment that is safe, nurturing, and cultivates the needs of our diverse student population. Our aim is to provide a rigorous curriculum that is current and relevant in order to meet the ever changing world of technology. We strive to maintain and support teachers who are dedicated to providing good quality instruction in order to ensure that school environment that is safe and secure. Our goal is to model behavior that exemplifies civility, sensitivity, patience, collaboration and respect for one another. Our vision is to provide opportunities to our parents and community to become partners in helping our children grow and excel academically, artistically and socially. We aim to build relationships to better understand the challenges and needs of the school members and community, which will ultimately lead to the success of children, parents, staff, and community.

We will fulfill our mission by affording students a core curriculum based on State Standards, which will be delivered by highly qualified and motivated pedagogues who are truly dedicated and consistently donate their time, talent, and interest in order to enhance student performance, promote moral and build professional capacity. Our blueprint for success includes the use of scientifically research-based resources, which are delivered through a data-driven approach that is rooted in diagnostic testing, data analysis, innovative scheduling, and constructive curriculum development.

P.S. 126X is structured into two major components - Early Childhood Pre-K thru 2 and Upper Grades 3-5. This structure under the supervision of upper and lower grade assistant principals will enable teachers, administrators, support teams and parents to address the educational needs of our students according to their developmental stages, academic ranges, and specified individual needs. This structure provides optimal time for data-driven instructional planning in an effort to ensure intellectual and social growth at appropriate levels for all of our students.

Many of our successes can be attributed to time allocated for self-reflection and refinement, specifically through teacher teams which include grade teams, ELA and Math Curriculum Team, Spirit Team and the Technology Team.

09X126 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	725	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.9%	% Attendance Rate		89.6%	
% Free Lunch	94.9%	% Reduced Lunch		2.3%	
% Limited English Proficient	21.3%	% Students with Disabilities		15.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		26.7%	
% Hispanic or Latino	71.9%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.1%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.42	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.6%	Mathematics Performance at levels 3 & 4		12.0%	
Science Performance at levels 3 & 4 (4th Grade)	72.4%	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		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	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.
- During June of the 2014-2015 school year, criterion-reference data including Fountas and Pinnell for Grades K-5 and the NYSESLAT for ELL students in grades K-5 are used along with benchmark assessments in English Language Arts.
 - For the 2014-2015 school year, grades 2-5 were given an ELA baseline assessment to assess current benchmark levels.
 - Additional “Soft Data” used included benchmark folders (student work), benchmark assessments, POW and performance tasks, formative and summative assessments, teacher and student rubrics/checklists. Teacher observations are also utilized to inform student performance and teacher effectiveness, based on the Danielson Rubric for Teacher Effectiveness. Data retrieved from the NYS Test in ELA, our Annual School Report Card, PPO, School Quality Snapshot, , and Learning Environment Survey have been used to set goals for 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–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, students will demonstrate a deeper understanding of literary or informational text by using them as a source for making explicit or inferential statements as measured by an increase in the average student proficiency rating on the NYS Common Core Aligned Test in ELA.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Finding the gist (main idea of the entire text and individual paragraphs) through questioning and discussion.. 2. Close reading of complex texts following the structure below: –Pre-reading activities such as skimming the text, looking closely at text features, identifying the genre, and activating prior knowledge. Also looking for unknown vocabulary, using context clues, utilizing team talks, and reading for fluency. 3. Note-Taking (Grades 3-5)-important details that support the main idea (annotating). 4. Independent reading time to improve stamina and afford teacher opportunities to observe and support student reading behaviors. 	<p>Students</p>	<p>September 2015-2016</p>	<p>Administration</p>
<ol style="list-style-type: none"> 1. RTI- research-based programs will be used to support students in phonics, phonemic awareness, fluency, comprehension, and vocabulary. 	<p>Holdover students and students at risk</p>	<p>September 2015-2016</p>	<p>Administration</p>
<ol style="list-style-type: none"> 1. Teacher Team Meetings for planning, capacity building and data analysis. Teachers review student work to identify evidence of rigorous tasks, effective use of UDL strategies, DOK, and fully align all curriculum and goals to the CCLS and shifts. 	<p>Teachers/Administration</p>	<p>September 2015-2016</p>	<p>Administration</p>

<p>Teachers collaborate on strategies, best practices, supplements, and scaffolding.</p> <p>Teachers provide meaningful feedback in various means.</p>			
<p>Master schedule that accommodates academic consistency, (common) planning sessions, teacher preparation and reflection time.</p>	Administration	September 2015-2016	Administration
<p>Administrative Learning Walks:</p> <ul style="list-style-type: none"> The principal, assistant principal, coach, lead teacher will conduct classroom visits and focus on effective instructional strategies such as questioning and discussion techniques, student engagement, and differentiation. 	Administration	October 2015-2016	Grade Teams
<p>Instructional Focus on Learning Target Checking for Understanding</p>	Teachers	October 2015 - 2016	Teachers
<ul style="list-style-type: none"> Principal and AP feedback from informal/formal observations using selected elements from Danielson’s “Framework for Teaching” <p>Domain 1-Planning and Preparation</p> <p>Domain 2 -Classroom Environment</p> <p>Domain 3-Instruction</p> <p>Domain 4-Professional Responsibilities</p>	Teachers	October 2015 - 2016	Administration
<ul style="list-style-type: none"> P.S.126X has a long-standing Parents Association and an active outreach system in place, which is spearheaded by the Parent Coordinator. Bi-monthly Pre-K parent workshops will be conducted by the Pre-K social worker to support parents and children who are adjusting to their first experience in school. These workshops will provide information on topics of instruction that their children will be exposed to during the 2015-2016 school year. The workshops include: <ul style="list-style-type: none"> How Learning Centers Enhance Emergent Skills How Play Goes Hand in Hand with Learning Read Alouds Parent workshops that will be provided in the 2015-2016 school year are as follows: Learning Your Child’s I.E.P., Homework Help, 	Parent Coordinator. PA	Monthly	All Staff

<p>Common Core Learning Standards, Fatherhood, Nutrition, Overview of the ELA instructional Shifts, Newly Aligned CCLS NYS Test in ELA, Special Education Basics.</p> <ul style="list-style-type: none"> • To increase parent involvement, the following opportunities/events will be offered: Reading Night, Parent Volunteers, Back to School Night, Spelling Bee, , Student Government, Talent Shows, and Book Fairs. • Along with Report Cards, Progress Reports will be given to parents three times a year, which will notify them of their child’s academic progress. • Daily/weekly, student Agendas are used as a viable tool to communicate with parents. • Improve communication by sending home monthly calendars that notify parents of workshops, meetings and many other activities • Parent-Teacher Conferences will be held during teacher preparation periods to address students’ needs and parents’ concerns. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Classroom Teachers • Lead?Model Teacher • Assistant Principals • Principal (1-15) • CCLS Aligned Curriculum ReadyGen, Foundations • Paraprofessionals • Reading Recovery Teacher • ESL Teacher • NLA Teacher • Cluster Teachers • Related Service Providers • School-Based Support Team 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Summative assessments occur at the culmination of each unit of study. Benchmark assessment in writing occur 3 times per year, October, January and March are scheduled for Benchmark assessments.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- During June of the 2014-2015 school year, formative and summative data from the SchoolNet Benchmark Assessment, end of unit assessments, and performance tasks were analyzed.
- Additional “Soft Data” used included benchmark folders (student work), informal assessments, and teacher and student rubrics/checklists. Teacher observations are also utilized to inform student performance and teacher effectiveness. Data retrieved from the 2015 NYS Test in Mathematics, our Annual School Report Card, School Quality Snapshot, PPO, and Learning Environment Survey have been used to set goals for 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–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.

To improve student assessment performance in problem solving by focusing on CIE Mathematics Instructional Shifts–fluency, deep understanding, and application.

By June 2016, the average student proficiency rating for students will improve for all students in the lowest 1/3 by +.50 in grades 3-5 assessed by the CCLS aligned assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implementation of school-wide mathematical practices. Students will be introduced to the Problem Solving Procedure: Understand the problem, Think of a plan, Solve the problem, Communicate the solution, and Make a connection. They will employ mathematical strategies such as: write a number sentence, draw a diagram, make a table, make a list, and look for patterns. Through drills, timed quizzes, fact review, and center activities students will improve their speed (fluency) and accuracy with simple calculations.</p>	<p>Students</p>	<p>2015-2016</p>	<p>Teachers/Administration</p>
<p>Teachers plan their daily lessons, using UDL, by allowing students to express and solve a specific math problem in multiple ways with multiple representations (Small groups, Partner work, One to one, Class discussions, Think alouds, and written assignments). Teachers will provide multiple and flexible methods of presentation to give students various ways of acquiring information and knowledge pictures/diagrams, word problems, the use of manipulatives, technology (Smart Board), and read alouds. Teachers will present lessons in a variety of ways, based on student data, students learning styles, Common Core Learning Standards, and expected outcomes.</p>	<p>Teachers</p>	<p>2105-2016</p>	<p>Teachers/Administrations</p>
<p>Teacher Team Meetings for planning, capacity building and data analysis.</p> <p>Teachers review student work to identify evidence of rigorous tasks, effective use of UDL strategies, DOK, and fully align all curriculum and goals to the CCLS and shifts.</p> <p>Teachers collaborate on strategies, best practices, supplements, and scaffolding.</p> <p>Teachers provide meaningful feedback in various means.</p>	<p>Teachers</p>	<p>2015-2016</p>	<p>Teachers/Administrators</p>

Master schedule that accommodates academic consistency, (common) planning sessions, teacher preparation and reflection time.	Teachers	2015-2016	Teachers/Administrators
Administrative Learning Walks: The principal, assistant principal, , will conduct classroom visits and focus on effective instructional strategies such as questioning and discussion techniques, student engagement, and differentiation.	Teachers	2015-2016	Teachers/Administrators
Instructional Focus on Learning Targets/Checking for understanding	Teachers	2015-2016	Teachers/Administrators
Principal and AP feedback from informal/formal observations using selected elements from Danielson’s “Framework for Teaching” Domain 1-Planning and Preparation Domain 2 -Classroom Environment Domain 3-Instruction , Domain 4-Professional Responsibilities	Teachers	2015-2016	Teachers/Administrators
P.S.126X has a long-standing Parents Association and an active outreach system in place, which is spearheaded by the Parent Coordinator. <ul style="list-style-type: none"> • Bi-monthly Pre-K parent workshops will be conducted by the Pre-K social worker to support parents and children who are adjusting to their first experience in school. These workshops will provide information on topics of instruction that their children will be exposed to during the • 2015-2016 school year. The workshops include: <ul style="list-style-type: none"> ○ How Learning Centers Enhance Emergent Skills ○ How Play Goes Hand in Hand with Learning ○ Read Alouds • Parent workshops that will be provided in the 2015-2016 school year are as follows: Learning Your Child’s I.E.P., Homework Help, Common Core Learning Standards, Fatherhood, Nutrition, Overview of the ELA instructional Shifts, Newly Aligned CCLS NYS Test in ELA, Special Education Basics. • To increase parent involvement, the following opportunities/events will be offered: Reading Night, Parent Volunteers, Back to School Night, Spelling Bee, , Student Government, Talent Shows, and Book Fairs. 	Parent Coordinator, Parent's Association	Ongoing	PS 126 Community

<ul style="list-style-type: none"> • Along with Report Cards, Progress Reports will be given to parents three times a year, which will notify them of their child’s academic progress. • Daily/weekly, student Agendas are used as a viable tool to communicate with parents. • Improve communication by sending home monthly calendars that notify parents of workshops, meetings and many other activities • Parent-Teacher Conferences will be held during teacher preparation periods to address students’ needs and parents’ concerns. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Classroom Teachers</p> <ul style="list-style-type: none"> • Lead?Model Teacher • Assistant Principals • Principal (1-15) • CCLS Aligned Curriculum ReadyGen, Foundations • Paraprofessionals • Reading Recovery Teacher • ESL Teacher • NLA Teacher • Cluster Teachers • Related Service Providers • School-Based Support Team 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Summative assessments occur at the culmination of each unit of study. Mid unit assessments are administered to collect data to make adjustments in the curriculum. Benchmark assessment in writing occur 3 times per year, October, January and March are scheduled for Benchmark assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Based on attendance taken at school-sponsored activities, we need to improve the attendance of parental attendance and involvement:

- Parent Teacher Conferences
- Back to School Night
- Parent Workshops
- School Leadership Team Meetings
- PA Executive Committee Meetings
- PA Elections
- Book Fair

Based on teacher feedback, regarding home school communication (conduct sheets, homework, agendas, letters, phone calls, email), there is a strong need to improve parent involvement that will directly affect student performance.

Data from the 2014- 2015 Learning Environment Survey is not yet available.

Part 2 – Annual Goal

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

To improve home-school communication.

As measured by the 2015-2016 Learning Environment Survey feedback, the parent percentage the “Strongly Agree” that the school communicates to me and my child what we need to do to prepare my child for college, career and success in high school will increase by 3 percent.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>During grade meetings, teachers will be given ample time to complete the Learning Environment Survey (Laptops will be provided)</p> <ul style="list-style-type: none"> • A month before the Learning Environment Survey is due; staff members will be informed by the principal of the importance of filling out the survey. • Through the weekly Scoop teachers will be updated about the survey. • Posters will be placed around the school regarding the Learning Environment Survey. 	<p>Parents</p>	<p>During the LES Window</p>	<p>Parent Coordinator, PA, Teachers</p>
<ul style="list-style-type: none"> • Will inform parents of the New York State Assessments, and Common Core Learning Standards. • Parents are consistently reminded and informed about the expectations for their children. • The Benchmark reading levels are posted in the main office to inform parents and staff. • "Achieve" (A Family Guide) is available for parents in order for them to become better informed and more active in their child’s education (available in English and Spanish). 	<p>Parents and Families</p>	<p>Ongoing</p>	<p>Parent Coordinator, PA, Teachers</p>
<ul style="list-style-type: none"> • Teachers will give helpful comments on class work and assessments. • Progress reports will be distributed three times a year. • Monthly calendars are sent home to inform the parents. • Memos are sent home regarding services for students such as tutoring and after school programs. 	<p>Parents and Families</p>	<p>Ongoing</p>	<p>Parent Coordinator, PA, Teachers</p>

- All communication is sent out in English and Spanish.

Part 4 – Budget and Resource Alignment

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

1. Teachers
2. APs
3. Principal
4. PA Executive Board
5. Parent Coordinator
6. School Leadership Team

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

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

Part 5 – Progress Monitoring

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

1. School Leadership Team Survey
2. Attendance at School-Sponsored Activities
3. Learning Environment Survey
4. NYS ELA Exam
5. NYS Math Exam
6. Fountas and Pinnell Reading Assessments

Baseline, Midline, Endline Assessments

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Baseline, formative and summative data	Reading Recovery - phonemic awareness, phonics, fluency, vocabulary, comprehension, Leveled Literacy Intervention- phonemic awareness, phonics, fluency, vocabulary, comprehension, Great Leaps-fluency, Foundations and Wilson Program- phonics and phonemic awareness, Reading Strategies Comprehension Kit-comprehension strategies- phonemic awareness, phonics, fluency, vocabulary, comprehension	RTI/ Literacy Program, Saturday Academy- small group, small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice , Reading Recovery- one-to-one	Saturday Academy, RTI Program, Teacher Professional Period, During regular instructional time
Mathematics	Baseline, formative and summative data	Supplemental math resource-number sense and problem solving, Focus Intervention Kit-number sense, problem solving, applications, Math Diagnostic/Intervention Program- number sense and operations, People’s Common Core Math- number sense, problem solving, applications, GoMath, EngageNY Modules	Saturday Academy- small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice	Saturday Academy, During regular instructional time
Science	Baseline, formative and summative data	The integration of ELA with content area instruction in order to reinforce	RTI/ Literacy Program, Saturday Academy- small group, Extended	Saturday Academy, During regular instructional time

		comprehension of non narrative texts includes DVR (daily vocabulary review), POW (Writing Piece of the Week) and citing text based evidence through questioning and discussion.	Day- small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice .	
Social Studies	Baseline, formative and summative data	The integration of ELA with content area instruction in order to reinforce comprehension of non narrative texts includes DVR (daily vocabulary review), POW (Writing Piece of the Week) and citing text based evidence through questioning and discussion.	RTI/ Literacy Program, Saturday Academy- small group, Extended Day- small group, During regular instructional time- differentiation, scaffolded tasks, prompts and adapted directions, reflective planning, data-driven instruction, best practices, developmentally appropriate practice .	Saturday Academy, During regular instructional time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Conflict resolution, social skills lessons, academic development, critical thinking skills, crisis intervention, anger management, self-esteem group, conflict resolution, learning problems, "RAIN"-Right Attitude In Need, Six Pillars of Character, Spirit Team	Small groups, class presentation, one-to-one tutoring, "Girl Power", Yoga	During the school day, Afterschool Programs

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In accordance with the Chancellor's DOE Initiatives, P. S.126X is committed to attracting highly qualified teachers. Our pedagogues include certified teachers, both permanent and provisional, and teachers involved in programs such as the NYC Teaching Fellow Program. The Fellowship Program recruits high-quality professionals offering them a transition into teaching careers. This program offers participating teachers the opportunity to complete certification within two years of service. Through these efforts, every child in our school will have the opportunity to be taught by a well-prepared teacher.</p> <ul style="list-style-type: none"> • Affiliations with City College, Mercy College, Monroe College and Lehman College • We also use a tool called the New Teacher Finder, which helps us screen and select qualified candidates. • We attract highly qualified teachers through colleagues and referrals.

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>High quality and ongoing professional development, aligned with the CCLs standards. In accordance with <i>Superintendent's goals</i>, professional development at P.S. 126 will focus on identifying the needs of each student through an informed analysis of student performance. Implementation of State standards, development of data-driven curriculum, instructional planning, implementation of scientifically research-based instructional materials, implementation of rubrics based on State performance standards, maintenance of benchmark folders, assessment binders and the development of promotional portfolios will serve as a basis for professional development. Staff also attend 200 minutes of professional development per-month as chosen by the School-Based Option. Select teachers are also sent to professional development opportunities, and turn-key when schedule allows.</p>

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.).

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	585,130.00	x	
Title II, Part A	Federal	141,491.00	x	

Title III, Part A	Federal	17,348.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,245,169.00	x	

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 126 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 126X will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Dr. Marjorie H. Dunbar</u>	DBN: <u>09X126</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</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: _____ Data derived from the Spring 2014 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, indicate that ELLs students in grades 2-5 require additional support addressing the Common Core Learning Standards - Reading Informational Text and Common Core Learning Standards - Informational Writing (opinion, informative and explanatory). The Title III Afterschool program will target all "beginners" based on the Spring 2014 NYSLESLAT Exam. The Afterschool Program will primarily address the needs of the "beginners" (30 students) in grades 2-5. Program components will include 45 minutes of writing and 45 minutes of speaking and listening and 30 minutes of independent reading using their Fountas & Pinnell levels. There will be two bilingual/ESL licensed teachers. The "new arrivals" will comprise one group and the students with two or more years will comprise the second group. The Title III Afterschool Program will use "English at Your Command and Step by Step Language Skills and authentic literature (fiction and nonfiction) as reading and writing resources. Nonfiction will be addressed through the content area in Science (Grade 3 - Animals, Grade 4 Plants and Grade 5 Landforms). In the technology lab, the students will use various websites to promote listening, speaking and writing skills. Two licensed ESL/Bilingual Teachers will provide instruction. The Afterschool Program will operate for 38 sessions, beginning, 1/17/15 through 5/28/15. Each session will last 2 hours on consecutive Wednesdays and Thursdays of each week. The Saturday Program will primarily address the needs of the "intermediates" (20 students) in grades 3-5. Program components include 90 minutes of close reading, team talk and writing in response to informative text and 90 minutes of math using the Math Exemplars methods for problem solving. Informative text lessons will be through Science and Technology (Grade 3 - Animals, Grade 4-Plants and Grade 5 - Landforms) Two licensed ESL/Bilingual Teachers will provide instruction. The Saturday Program will operate for 18 sessions beginning Saturday 1/ 10/15 through 5/30/15. Each Saturday session will last 3 hours.

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: _____ On the school level, professional development occurs once per week common during grade meetings. At weekly "data meetings", teachers analyze student data, discuss current research, share best practices and develop specific learning targets around the Common Core Learning Standards (Language Standards). Weekly Lab sites are conducted around the school's instructional framework and schoolwide focus. Lab Sites are conducted by the ELA Curriculum Team which is comprised of Common Branch, Special Education, ESL and bilingual teachers. Topics include but are not limited to Scaffolding and Differentiating Instruction, Structures to Engage all Learners, Daily Vocabulary Review Strategies, Chunking Complex Text to Support Comprehension, Checking for Understanding, Use of Technology in the Classroom and Models for Engaging Discussions and Using the Depth of Knowledge (DOK) Wheel to design rigorous tasks. Lab Sites are conducted in cycles, beginning with new teachers and followed various grade levels. Monday/Tuesday PD provide all teachers with PD

Part C: Professional Development

around scaffolding vocabulary for all learners in all content area and using the Exemplar method for problem solving. Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building. Lead Teachers, coaches and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations. Professional Development Plan for all teachers working with ELL students on the school level occurs weekly during common grade meetings. Teachers are afforded opportunities to attend professional development offered by the Network 209. Teachers of ELLs on staff have opportunities to attend ongoing workshop series offered by the Department of English Language Learners and Student Support (DELLSS) as advertised weekly in PW. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE. Guidance Counselor and Assistant Principal for Grade 5 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations. Cluster Teachers and all other staff who give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.

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: P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. Based in parent feedback from these surveys, many parents are seeking in understanding the Common Core Learning Standards. We are planning parent workshops conducted by teachers to provide parents with strategies that will help them help their children to become successful learners during Tuesday Parent Engagement sessions. We presently offer evening ESL classes and HED classes with over 50 adults. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator provides individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator has variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held periodically to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs.

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 126
School Name PS 126X		

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 Nadine Kee Foster	Assistant Principal Princess Kent
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Itzel Rivas	School Counselor Blanca Macias
Teacher/Subject Area Maria Diaz/NLA	Parent Diana Cranston
Teacher/Subject Area	Parent Coordinator Samantha Howard
Related-Service Provider Manuala Imbert	Borough Field Support Center Staff Member type here
Superintendent Leticia Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not 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	7	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	1
Number of certified ENL teachers not 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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	640	Total number of ELLs	184	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	172	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	116		5	8			0	0	0	0
DL	0	0	0		0	0	0	0	0	0
ENL	56		13	4	3	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	25	22	21	19	16	18								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	14	3	6	9	4								0
Chinese		1	1		1									0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	16	0	1	3	2	4								0
Emerging (Low Intermediate)	3	3	3	0	4	3								0
Transitioning (High Intermediate)	9	5	1	4	3	3								0
Expanding (Advanced)	9	22	9	9	11	7								0
Commanding (Proficient)	14	6	2	3	3	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT 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	1	0								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	14	6	5	7	12	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	12	7	1	0	0
5	14	1	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	10	0	5	2	3	0	0	0	0
5	14	4	8	3	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	6	1	4	1	2	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	5	7	9				
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 various assessment tools to assess early literacy skills of ELLs. For reading, Fountas & Pinnell, running records, piece of the week writing samples, benchmark assessments and formative assessments and the cumulative end of unit assessment (summative). We have gained useful insight regarding the adjustment of our teaching practices, for example, implementation of the "Can statements" planning with consideration of different learning styles, the effectiveness of using visuals, and visual aids and consistent practice of new vocabulary.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the data derived from the Spring 2015 NYS assessments including the NYS tests in ELA, Math and NYSLESLAT, ELL students are performing as follows:
 In Kindergarten- 16 students are beginners, 3 students are low intermediate, 9 students are high intermediate, 9 students are advanced, and 14 students are Commanding proficient. Based on these results, students will continue to get additional support in reading and foundational skills.
 In Grade 1 the majority of our students are in expanding advanced level. Based on these results, we will provide vocabulary instruction and reading comprehension.
 In Grade 2- 1 student is beginner, 3 students are low intermediate, 1 student is high intermediate, 9 students are expanding advanced, and 2 students are commanding proficient. Based on these results, foundational skills for the beginners and intermediate and vocabulary and comprehension skills for the expanding advanced.
 In Grade 3 the majority of our students are in expanding advanced level. We have 3 students are beginner, 4 students are transitioning. Based on these results, we will provide vocabulary instruction and reading comprehension for the advanced students and foundational skills for the beginners.
 In Grade 1 the majority of our students are in expanding advanced level. Based on these results, we will provide vocabulary instruction and reading comprehension.
 In Grade 2- 1 student is beginner, 3 students are low intermediate, 1 student is high intermediate, 9 students are expanding advanced, and 2 students are commanding proficient. Based on these results, foundational skills for the beginners and intermediate students.

In Grade 2- 1 student is beginner, 3 students are low intermediate, 1 student is high intermediate, 9 students are expanding advanced, and 2 students are commanding proficient. Based on these results, foundational skills for the beginners and intermediate and vocabulary and comprehension skills for the expanding advance.

In Grade 3 three student are beginner, 4 students high intermediate, 9 students are expanding advanced, and 3 students are commanding proficient. Based on these results, foundational skills for the beginners and intermediate and vocabulary and comprehension skills for the expanding advance.

In Grade 4 2 student are beginner, 4 students low intermediate, 3 students are high intermediate, 11 students are expanding advanced, and 3 students are commanding proficient. Based on these results, foundational skills for the beginners and intermediate and vocabulary and comprehension skills for the expanding advance.

In Grade 5 4 student are beginner, 3 students low intermediate, 3 students are high intermediate, 7 students are expanding advanced, and 2 students are commanding proficient. Based on these results, foundational skills for the beginners and intermediate and vocabulary and comprehension skills for the expanding advance.

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

PS126 did not meet AMAO 1 and 2 targets. Approximately 16 % of language levels are making progress and are achieving a commanding level on the NYSESLAT.

4. For each program, answer the following:

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

a. There is no significant difference in levels of performance between students who took the NYS Math test in their home language and those who took the test in English.

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](#).]

After looking at the data we have incorporated different initiatives like the Foundations program for students who need foundational skill in reading. We are also using the LLI and Great Leaps program for the RTI program.

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

Based on the Language Allocation policy, teacher schedules are adjusted to meet the needs as prescribed in the policy. PS 126X also has a Native Language Arts program to fulfill the remaining time requirements of the LAP. The Native Language Arts programs is aligned to the schoolwide ELA reading and writing curriculum, and services all grades (PreK-5) at least 90 minutes per week covered by a Language Arts teacher. The remaining minutes are covered through the content areas- science, social studies, and math.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here: Not applicable, we currently do not have a dual language program at the school.

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

Student outcomes on summative and formative assessments are used primarily to evaluate the effectiveness of the program. Student progress is assessed in various ways. The school analyzes movement from one level to the next on the NYS Test in Math, ELA, and Science. We also analyze the movement of students within the modalities on the NYSESLAT Test. Data from the NYC Progress Report, teacher effectiveness tools are also used to evaluate student performance.

Part IV: ELL Identification Process

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

- 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.

ESL Coordinator and Pupil Accounting Secretary work collaboratively to ensure to the completed submission of all Home Language Surveys. Analysis of the HLS is used to determine eligibility for the LAB-R administered by the licensed Bilingual/ESL pedagogue. The LAB-R is administered to eligible students in English and in Spanish only to the appropriate students in order

determine program placement within 10 days of registration. Letters are generated to invite parents to come in for the program selection meeting where the programs are introduced through the video and questions are answered by qualified bilingual/ESL licensed staff. The initial meeting for all new admits to the school is held 10 days after opens in September. Additional sessions or individual orientations will be conducted as students are admitted into the building. Parents then select choice of program. Further explanation of program are addressed by the qualified staff. After program selection, parents are given placement letters. Returned letters are stored in folders in the Bilingual Office. If letters are not returned, second and third notices are sent. The Bilingual and ESL Coordinators also reach out to parents by phone call or home visit.

During the initial intake a dually licensed ESL/Bilingual Teacher interviews and supports the family in completing the HLS.

There are various structures in place at the school level to inform parents of available programs. For students who are newly admitted to the school, parents are invited to participate in an orientation of program choices. This orientation is conducted by the Bilingual Coordinator licensed in Bilingual education. For students who are admitted after the initial orientation, parents are requested to attend an individual interview and orientation to inform them of program choices and availability. This is an ongoing process.

Pedagogues involved in the intake process are licensed in Bilingual and their spoken language is Spanish in order to accommodate parents language preference. Translation in Spanish is available at the orientation and during individual meetings with parents, if necessary.

Based on the most recent review (November 2015) of the Parent Survey and Program Selection forms which are collected following the orientation, parents have opted to have children placed in their appropriate placement based on LAB-R and HLS especially if their home language other than English. There are 17 ELL students in kindergarten bilingual class for the 2015-2016 school year. In grade one, 1 family chose bilingual services, grade two- 1 family chose bilingual services, in grade three- 2 chose bilingual, in grade four- 1 chose bilingual, and in grade five - 3 chose bilingual programs.

Program models offered at the school are TBE self-contained and pull-out/push-in ESL model determined according to parent program selection student enrollment. We will continue to monitor parental requests to ensure that we are aligning program offerings with parent choices.

Parents overwhelmingly select TBE services for those students who qualify. Data from HLS assist in determining the formation of TBE classes and ESL push-in or pull-out model. If there are 15 or more students with the same language needs and same grade a class must be created.

Our curriculum and methodology are reviewed and evaluated at monthly ESL/Bilingual meetings. During the spring eligible students are administered the NYSLESLAT exam to evaluate language achievement in reading, writing, speaking and listening. Results are used to determine student language acquisition levels, plan for students individual needs, determine the need for an Afterschool Programs, selection of resources, and hiring of additional staff to meet the needs of the population.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process for students who are Newly identified ELLs In grades K to 5, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results SIFE Identification Process. During this process, we first administer the oral interview questionnaire. For those students who have a home language of Chinese, French, or Spanish. We use the alternative assessment from the Fountais and Pinnels. Once SIFE determination has been confirmed, we indicate SIFE status no later than 30 days from initial enrollment on the BNDC screen on the DOE's data collections systems.

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).

The families of newly enroll students with IEPs are requested to meet with the school assessment team in order to clarify and establish appropriate services and support and to gather background data that will ensure satisfactory services.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The system we have in place includes a protocol which include articulation between the pupil accounting secretary, ESL/Bilingual coordinator, special education supervisor, and guidance counselor.

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).

During the initial orientation parent are informed of their rights to appeal any decisions related to their child's placement in ELL programs.

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.

Letters are sent home to the families of new enrolled students. As a follow up, our parent coordinator will reach out to parents by phone. Parents are informed of the programs that we offer and also advised of alternate locations for services that the school is unable to provide.

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.

After parents are informed of the two program models at the parent orientation, we provide parents a Parent Survey and Program Selection form in the parent's preferred language, where parents can indicate their program choice. Within 5 school calendar days, the parent must complete and sign the form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parent does not complete and return the form within the 5 school calendar days, we actively document attempts to parent outreach via phone and letters sent home. Based on information gathered during initial registration the student is placed in the most appropriate setting.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined based on outreach and conferring with parents, the school send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents are left on the student's cumulative record. The ELL documents are always forwarded to DOE schools upon transfer. We also maintain an ELL binder and folders of critical documents in the bilingual office for immediate access and review
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. We establish a time line for testing. We also ensure that we have indentified all studets to be tested. Adjustments are made to the schedule to provide adequate time for test preparation and administration. Then test practors receive test administration training. Students and their families are informed of testing dates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure that continued entitlement and tranisitional support parent notification letters are distributed, the schools uses the letter available online on the DOE website before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters are sent in the preferred language of the parent.
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). After reviewing the Parent Survery and Program Selection forms for the past few years, parents tend to select the transitional bilingual program. Letters are sent home to the families of new enrolled students. As a follow up, our parent coordinator will reach out to parents by phone. Parents are informed of the programs that we offer and also advised of alternate locations for services that the school is unable to provide.

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.
The first tier of grouping is by grade. Secondly using the data from baseline assessments, teacher observations, and assessed level of language acquisition students are grouped according to their specific language needs.
 - b. TBE program. *If applicable.*
Students in TBE are grouped heterogeneously in each class. Instruction is scaffolded in ELA and math to support the various needs and levels of language proficiency of each individual child. Based on part 154 the mandated number of minutes in native language instructions is addressed by a native language instructional program.
 - c. DL program. *If applicable.*
Paste response to questions here: N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P.S. 126 is designed around the principle that education is personalized. Each student's learning plan grows out of his or her unique needs and interests. There are 2 organizational models at P.S. 126X. Bilingual (TBE) classes are self-contained. Students in bilingual classes are grouped heterogeneously in each class. Differentiation of instruction provides the necessary small group and/or individualized instruction. The quantity of native language arts instruction provided is based on the mandated units of study according to the LAP. Additional support will be provided during the Afterschool and Saturday Literacy and Math Lab. The workshop model for teaching is implemented by the classroom teacher following balanced literacy and balanced math approach to teaching. Instructional program is aligned with CCLS for reading, writing and mathematics.

An ESL Pull-Out model is used to service students in grades K, 1, 2, 3, and 4, grade special education. Students are pulled out during the daily 50 minute period for content area (social studies, science or math) instruction using ESL methodologies. The instruction is aligned with classroom instruction, NYC Scope and Sequence, and Common Core Learning Standards.

Using the push-in model the licensed ESL teacher works with small groups of students in grade K, 1 and 2 and special education supporting classroom teachers using ESL methodologies.

Based on the Language Allocation policy, teacher schedules are adjusted to meet the needs as prescribed in the policy. PS 126X also has a Native Language Arts program to fulfill the remaining time requirements of the LAP. The Native Language Arts program is aligned to the schoolwide ELA reading and writing curriculum, and services all grades (PreK-5) at least 90 minutes per week covered by a Native Language Arts teacher. The remaining minutes are covered through the content areas- science, social studies and math.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the TBE program, students in grades 2, 3 and 4 receive 1 period of instruction in science in their native language. ESL methodologies are implemented in Social Studies and Science content areas in alignment with the common core curriculum and the Scope and Sequence pacing guides.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Native Language Arts program administers formative assessments (teacher created) within the units of study in reading, writing, math and the content areas. Benchmark assessments are also administered. We also administered the periodic assessment for ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers use data from the NYSESLAT to plan opportunities for discussion, speaking and listening activities using the 5 academic skills for conversation. The "Piece of the Week" assessment provides feedback and support to students in the writing modality. The Fountas and Pinnell Reading Assessment is used to evaluate student progress in Reading.
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

Transitional bilingual program or the freestanding ESL services, the school offers both after-school enrichment programs for these ELL students. PSX 126 currently has no SIFE students.

Newly Proficient

Newly Proficient students on the NYSESLAT receive extension of time on state tests and it is under the discretion of the teacher to afford them extended time to accommodate them during unit and teacher made tests. Children are also offered

opportunities to attend Afterschool and Saturday Literacy and Math Labs. Teachers are aware of students transition into monlingual classes and therefore are grouped accordingly. They are encouraged to participate in extra-curricular activities. All school programs and activites are open to all students and letters to parents are distributed in both languages. Newly proficient ELLs are placed in ESL self-contained classrooms and are supported with the strategies for enhancing language acquisitions.

Newcomers

PS 126 provides several services to newcomers beyond the regular transitional bilingual program and ESL services. For example, the Afterschool Enrichment Program three times per week provides the grades 2-5 transitional bilingual program students Guided Reading instruction. Instructional support for newcomers also includes differentiated instruction, small group activities provided by Bilingual and ESL teachers in the classroom. Strategies are provided for students of varied proficiency levels, modifying instruction for every lesson taught.

Long-term ELLs and ELLs with 4-6 years

Each year the school requests extension of services for the Long-term ELLs. The school will mandat these students participation in afterschool and extended day programs through after-school programs. In addition, the teachers of the freestanding ESL program work with the classroom teachers to identify students' need for supplementary reading and math instruction.

In the bilingual program the teachers make increasing English language instruction a priority, without compromising literacy in the native language, therefore creating bi-literate students. PS 126 currently has no long term ELLs. The majority of the students are in push-in/pull-out model program in grades K - 2 and the remaining students receive ESL instruction from the ESL cluster teacher. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped based on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, questioning techniques, Accountable Talk, and tiered activities/ differentiated tasks.

Classroom teachers uses SmartBoards, Elmos and with all students including ELLs. Laptop carts and the school's updated computed lab are available for research and skill buidling activities. Every classroom has desk top computers for student use.

Our plan for ELLS identified as having special needs is designed to adapt the curriculum to students needs by providing professional development to licensed bilingual, ESL and CTT teachers in order to modify lessons to meet the individual styles and needs of students on the goals written in their IEPs. In addition the certified special education teachers collaborate with ESL, special ed, and bilingual teachers to address the specific needs of each ELL. These teachers work together to individually plan for academic development and linguistic growth of these students. Mandated service providers support ELLS with IEPs in speech, occupational therapy, and SETTS services. We have in place a system that closely examines teacher referrals of ELLs to special education taking into consideration the understanding that language acquisition is not an indicator of special needs.

All teachers supporting ELLs hold the appropriate licenses. Students are also supported by related service providers who are also licensed in bilingual education and/or speak the language of the majority of the ELLs, psychologists, guidance counselors, social workers and speech teachers, paraprofessionals, the health providers, the librarians, and literacy coach.

An afterschool program is in place to provide support for those ELLs on all levels students and students who will be taking the NYS Test in E.L.A. and Math for the first time in 2016. The program is also is structured according to students grade level.

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.
Teachers use ReadyGen, GoMath, LLI, Foundations and Wilson. Close reading strategies, reading for the gist, questioning and discussion, and problem solving strategies also accelerate language development.
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?
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 is aware of the need for careful planning of services for Students with Interrupted Formal Education. The goal of the program for support of SIFE is to focus on the development of both the academic and linguistic skills of SIFE. In addition to the transitional bilingual program or the freestanding ESL services, the school offers both after-school enrichment programs for these ELL students. PSX 126 currently has 0 SIFE students.

Newly Proficient

Newly Proficient students on the NYSESLAT receive extension of time on state tests and it is under the discretion of the teacher to afford them extended time to accommodate them during unit and teacher made tests. Children are also offered opportunities to attend Afterschool and Saturday Literacy and Math Labs. Teachers are aware of students transition into monlingual classes and therefore are grouped accordingly. They are encouraged to participate in extra-curricular activities. All school programs and activites are open to all students and letters to parents are distributed in both languages. Newly proficient ELLs are placed in ESL self-contained classrooms and are supported with the strategies for enhancing language acquisitions.

Newcomers

PS 126 provides several services to newcomers beyond the regular transitional bilingual program and ESL services. For example, the Afterschool Enrichment Program three times per week provides the grades 2-6 transitional bilingual program students Guided Reading instruction. Instructional support for newcomers also includes differentiated instruction, small group activities provided by Bilingual and ESL teachers in the classroom. Strategies are provided for students of varied proficiency levels, modifying instruction for every lesson taught.

Long-term ELLs and ELLs with 4-6 years

Each year the school requests extension of services for the Long-term ELLs. The school will mandat these students participation in afterschool and extended day programs through after-school programs. In addition, the teachers of the freestanding ESL program work with the classroom teachers to identify students' need for supplementary reading and math instruction.

In the bilingual program the teachers make increasing English language instruction a priority, without compromising literacy in the native language, therefore creating bi-literate students. PS 126 currently has no long-term ELLs in grades 3, 4, 5.

The majority of the students are in transitional bilingual classes in grades 3, 4 and 5 and the remaining students are group in 3, 4 and 5 grade classes. Students are provided with instruction that focuses on the use of all four language modalities (Listening, Speaking, Reading and Writing) and they are grouped based on their performance on the NYSESLAT, with specific attention being paid to the students' individual raw scores in each modality. Differentiation occurs through the use of scaffolding techniques, questioning techniques, Accountable Talk, and tiered activities/ differentiated tasks.

The school librarian uses SmartBoards and laptops with all students including ELLs. Laptop carts are available for research and skill buidling activities. Every classroom has desk top computers for student use.

Our plan for ELLS identified as having special needs is designed to adapt the curriculum to students needs by providing professional development to licensed bilingual, ESL and CTT teachers in order to modify lessons to meet the individual styles and needs of students on the goals written in their IEPs. In addition the certified special education teachers collaborate with ESL, special ed, and bilingual teachers to address the specific needs of each ELL. These teachers work together to individually plan for academic development and linguistic growth of these students. Mandated service providers support ELLS with IEPs in speech, occupational therapy, and SETTTS services. We have in place a system that closely examines teacher referrals of ELLs to special education taking into consideration the understanding that language acquisition is not an indicator of special needs. All staff are responsible for implementing goals and objectives as prescribed by their IEPs.

Chart

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

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

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

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



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

Chart

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

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

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

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

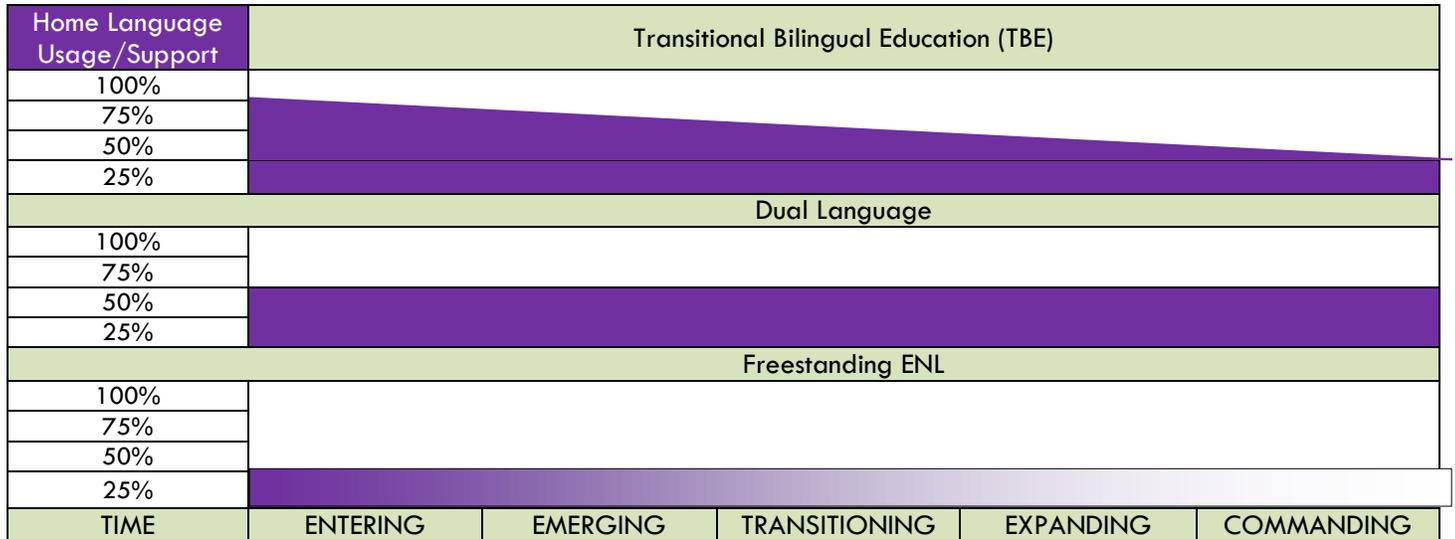


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Schoolwide Instructional Framework for teaching (Unpacking the Learning Target, consists of Connection/Activating Prior Knowledge and Teaching. Several ways to make connections are through:
 Read Alouds, Close Reading Questions, Visuals and/or Audios, Demonstrations, Surveys/Questionnaires
 The teaching is teacher-directed and includes some of the following:
 Establishing Learning Goals, Modeling, Active Engagement- Try It Out, Asking Questions and/or Discussions
 Monitoring Students' Learning/Independent Practice, Scaffold of Tasks and Activities

Literacy

Beginning Of Unit

- Teacher Direct
- Activating Prior Knowledge
- Vocabulary
- Anchor Texts
- Multiple entry points (visuals, audio, read alouds, etc.), graphic organizers, etc.
- Formative Assessments
- DOK Levels 1 & 2

Middle of the Unit

- DOK Levels 3 & 4, Quizzes, Discussions
- Formative Assessments
- Connecting Textual Evidence

End of the Unit

- Student feedback
- Check-ins
- Summative Assessments

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
 The ESL Cluster program has been implemented to provide more consistency and quality in the deliverance of ESL services to students.
13. What programs/services for ELLs will be discontinued and why?
 n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Block Scheduling
 - Coaches/Lead Teachers
 - NLA Cluster, ESL Cluster
 - Biweekly Teacher Team Meetings
 - Curriculum Team-ELA
 - Curriculum Team-Math

- Technology Team
 - RTI
 - Afterschool Programs
 - Mainstream ELL students to ELA
 - Guidance Counselors/ Social Workers
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.
- ReadyGen
 - EngageNY Modules
 - Foundations
 - LLI/ Wilson/ Great Leaps
 - Estrellita
- Pearson Test Prep
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language Arts cluster and ESL cluster programs
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Data analysis, review of IEPs, teacher observations and articulation between home and school are some strategies used to identify and design of the appropriate services for all students.
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).
New student orientation and school tours.
19. What language electives are offered to ELLs?
n/a
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
On the school level, professional development occurs once per week common grade meetings. During Teacher Team Meetings, teachers analyze student data, discuss current research, share best practices and develop instructional goals based on student data. Bi-Monthly bilingual/ESL meetings provide teachers opportunities to share and discuss best practices, as well as best practices and strategies learned at professional development sessions outside of the school building and strategies for teaching ELLs. Lead Teachers, and school based mentors give demo lessons, assist in planning, and share important information about teaching strategies that will impact student achievement. ESL and Bilingual Teachers model and support monolingual teachers who have ELLs in their classes through demo lessons, school and class intervisitations. Every Monday and Tuesday, teachers participate in 85 and 75 minutes of professional development respectively.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers are afforded opportunities to attend professional development offered by the ELL Cohort, Estrellita Program and BFSC and any additional training offered. Workshops topics include Compliance Guidelines for ELLS, Using the NYSESLAT to Differentiate Instruction, LAP compliance, AMO and any other offerings by the DOE.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Guidance Counselor and Assistant Principal for Grade 5 assist students in Middle School Choice Applications, attendance at the Middle School Fair and Orientations. Cluster Teachers, all other staff that give support to ELLs will be scheduled for training in order to comply with the 7.5 hours of ELL training.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers receive 120 minutes of professional development each week. Assistant principals maintain agendas form all PD activities along with teacher feedback. Mentors log in mentoring hours in the MTS.

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?

Our Adult Education program operates 3 nights per week and provides ESL and Basic Education classes for parents.

P.S. 126X has a functioning PA that provides various activities to support families of the P.S. 126X community. A needs/interest survey was developed by the School Leadership Team to parents in order to develop programs, offer services and increase parent participation in school sponsored activities. Parents attend workshops provided by the Woodycrest Program, Highbridge Life and Bridge Builders in parenting skills such as nutrition, special education services, financial training and health issues. Our Parent Coordinator will provide individual support to families in temporary housing, and/or in need of assistance. Our Learning Leaders assist teachers, students, administrators and office staff with various tasks around the school. Field trips and workshops are being planned for parents in the community. Our Parent Coordinator will use a variety of resources in the community and offers parents referrals and assistance in many ways. A series of workshops are planned to help empower our parents and to help them understand Title I Funds. Parent Orientation Meeting for the ELL's and new arrival are held ongoing to inform parents of the available programs for ELL students. Data from the HLS is used to determine language preference for communication. The Learning Environment Survey for parents data is analyzed to determine parent needs. The School Leadership distributes an annual Parent Needs Survey to analyze interests and concerns.

-We are considering conducting Parent workshops conducted by Bilingual, Special Ed, ESL, Guidance, Social Workers and related service providers to provide parents with strategies that will help them help their children to become successful learners. Parent

-Analysis of surveys will determine the activities and needs planned for parental involvement.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Monthly calendar, homework sheets, class dojo, daily/weekly progress reports. parental engagement Tuesdays, memo translated on Spanish, posters, school sign.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Woodycrest Center for Human Development
5. How do you evaluate the needs of the parents?
Questionnaires, School Leadership Meeting, PA Meetings and the Learning Environment Survey
6. How do your parental involvement activities address the needs of the parents?
Activities support parent understanding of the CCLS, test preparation, the importance of reading with your child at home, etc.

D. Additional Information

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

School Name: PS 126X**School DBN: 09x126**

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)
Nadine Kee-Foster	Principal		11/6/15
Princess Kent	Assistant Principal		11/6/15
Samantha Howard	Parent Coordinator		11/6/15
Itzel Rivas	ENL/Bilingual Teacher		11/6/15
Diana Cransotn	Parent		11/6/15
Maria Diaz	Teacher/Subject Area		11/6/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Blanca Macias	School Counselor		11/6/15
Leticia Rodriguez- Rosario	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: **09x126** School Name: **126**
Superintendent: **Leticia Rosario**

Before you begin, please check the following:

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

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

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

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

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

Home Language Surveys indicate that more than 70 % of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish.

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.

Based on the HLS, Spanish written and oral interpretation present the greatest need. However we no have parents who speak Chinese, French, and various African dialects.

Part B: Creating a Communications Calendar

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

Registration forms, blue emergency cards, conduct safety and discipline forms, permission slips, progress reports, entitlement to public and special education service forms, flyers, report cards, and other notices.

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.

November, March PTC, Parent Engagement Tuesdays, monthly PA meetings, SLT meetings, school sponsored events such as Black History Presentation, Spring Concert, Multicultural Week, moving up ceremonies, etc.

Part C: Providing Language Assistance Services

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

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.

Most translation services are provided by in house staff. For languages other than spanish, the interpretation unit is contacted.

Part D: Training Staff on Policies and Procedures

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

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

During the initial PTC in September the Parent Coordinator distributed the Parent's Bill of Rights, Language Access Guide

Part F: Monitoring and Quality Control

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

Feedback is gathered primarily through parent representation on the SLT. During meetings, parents share ideas and thoughts on safety, curriculum, communication, workshop suggestions, outside resources for families, etc.