

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X129**

School Name: **P.S. 129 TWIN PARKS UPPER**

Principal: **RAYMOND GRANDA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Academy For Independent Learning & leadership 12X129
School Name: _____ School Number (DBN): _____
6-8
Grades Served: _____
2055 Mapes Avenue Bronx, NY 10460
School Address: _____
718-933-5976 718-933-8132
Phone Number: _____ Fax: _____
Raymond Granda rgranda@schools.nyc.gov
School Contact Person: _____ Email Address: _____
Raymond Granda
Principal: _____
Lauren Council
UFT Chapter Leader: _____
Katie Bennett
Parents' Association President: _____
Katie Bennett
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Glenda Martinez
Student Representative(s): _____

District Information

12 Rafaela Espinal Pacheco
District: _____ Superintendent: _____
1970 West Farms Road, Bronx, NY 10460
Superintendent's Office Address: _____
REspina@schools.nyc.gov
Superintendent's Email Address: _____
718-328-2310 718-542-7736
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Bronx Jose Ruiz
BFSC: _____ Director: _____
One Fordham Plaza, Bronx NY 10458
Director's Office Address: _____

Jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776/718-741-8895

718-828-6280

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Raymond Granda	*Principal or Designee	
Lauren Council	*UFT Chapter Leader or Designee	
Katie Bennett	*PA/PTA President or Designated Co-President	
Germaine Baker	DC 37 Representative (staff), if applicable	
Glenda Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michael Yates	CBO Representative, if applicable	
Vedina Zen	Member/ UFT	
Mildred Crespo	Member/ UFT	
Jacqueline Hill	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Earnest Lowery	Member/ UFT	
Glenda Martinez	Member/ Parent	
Agnes Lopez	Member/ Parent	
Gisselle Hernandez	Member/ Parent	
Toni Harmon	Member/ Parent	
Linton Kilpatrick	Member/ Parent	

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.

School Mission :

Our ultimate goal at MS 129 is to instill confidence in our students and assist them in becoming independent learners while fostering personal growth in emotional health, social abilities, and academic strengths. We will effectively prepare our students for college and careers by promoting personal leadership abilities and skills to assist them in becoming lifelong learners.

School Vision :

All students will graduate High School and pursue college, trade school, or enter solid careers because we have instilled clear and strong educational values in them. Our students will grow up to be leaders and respectful members of society that understand what it takes to succeed in life.

Core Values :

Respect: We take responsibility for our actions and value professionalism. Staff and students are treated with respect which in turn will help our students grow into respectful adults.

Excellence: We believe that all of our students can achieve at high levels. We are accountable to ensure that they are given all tools necessary for this to happen.

Peace: We are committed to using conflict resolution strategies to help students avoid violent or disrespectful encounters to better deal with life's issues.

Strategic Collaborations/Partnerships/Special Initiatives :

- **In collaboration with ACS, MS 129 hosts "Father's Take Your Child to School Day"**
- **Affinity Health**
- **The New Teacher Center**
- **Learning Leaders**
- **Urban Advantage**
- **State Senator Gustavo Rivera (We have collaborated on many school events)**
- **NBAFIT partnership**
- **"LEAP" after school programming**

- **Astor Mobile Response Team**
- **CEI-PEA**
- **NYC Roadrunners**
- **NYPD Explorers**
- **Banco Popular**
- **Theater Artist Residency “Careers on Broadway” student workshops**
- **MS 129 and PS 92 collaborate: “Reading Buddies” weekly program**
- **MS 129 and PS 67 collaborate: “Guitar lab” weekly program**
- **CHAMPS athletic grants**

School Strengths, Accomplishments and Challenges:

School Strengths/Accomplishments:

- As per the 2013-2014 NYC Quality Snapshot, MS 129 was rated “Excellent” for improvement on the State English Test and for improvement on the State Mathematics Test for all groups including Student With Disabilities, English Language Learners, Lowest Performing, and General Education Students.
- We are currently rated as a school in “Good Standing” as per New York State.
- MS 129’s mathematics team took part in the “Math Counts” competition and ranked 3rd place in the Bronx.
- 93% of students passed their core courses (Math, ELA, Science, and Social Studies).
- After analyzing data from the NYC School Learning Environment Survey we have recognized the following school strengths as per parent responses:
 - *99% of parents stated that they feel welcomed upon entering MS 129
 - *99% of parents state that MS 129 has high expectations for their child
 - *99% of parent state that their child is safe at school
 - *99% of the parents state that they are happy with the response they get when they contact the school.
- We have received a “Proficient” rating on three Quality Review sub indicators:
 - *1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
 - *2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

*3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

- MS 129 took 1st place in Albany at the NY State Wrestling Championship.

Challenges:

- Student population: MS 129 consists of approximately 565 students. 20% of our students are ELL learners and approximately 30% of our students receive special education services. We are a title I school in which 98% of our students receive free or reduced lunch and 20% of our students live in temporary housing.
- The overall attendance of the students living in the local shelters is approximately 5% below that of our non-shelter students (Average attendance for a child living in temporary housing is approximately 89%/Average attendance for a non-shelter child is approximately 94%). This lack of attendance greatly affects students' success rates.
- Our January 2015 Quality Review showed evidence to support a rating of "Developing" in the area of 1.2, Developing Teacher Pedagogy. The elements of this component look at a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula and meets the needs of all learners so that all students produce meaningful work products. We have struggled to construct differentiated work for all learners and to effectively scaffold learning on a consistent basis across all grades and subjects.
- We have struggled in the area of assessment. Assessing student work on all levels has been a problem area since I became principal in 2012. Student peer and self-assessment has been completed on a minimal basis and there is an overall lack of organization when it comes to assessing student work and creating student portfolios.

Key Areas of Focus For 2015-2016:

- To revamp the entire assessment system including the analysis of student assessments, the grading of student work, and student's ability to peer and self-assess.
- Using the arts to increase character building and self-esteem in our students.
- To increase our overall student attendance with a special focus on our students living in temporary housing.
- To create an inquiry team goal that will focus our teacher teams to better analyze student work
- To ensure that rigorous instructional materials are being used in every classroom.

12X129 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	562	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	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	23	# Music	22	# Drama	N/A
# Foreign Language	9	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.0%	% Attendance Rate			91.7%
% Free Lunch	93.6%	% Reduced Lunch			2.9%
% Limited English Proficient	15.9%	% Students with Disabilities			29.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			31.1%
% Hispanic or Latino	65.6%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.23	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			24.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.5
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4			16.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			89.7%
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	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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.

Strengths :

- The December 3, 2014 PPO revealed the following: M.S. 129’s teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best. There was an increase in classroom discussions as students were given multiple opportunities to talk.
- The January 16th, 2015 Quality Review Report stated: M.S. 129 maintains a coherent curricula across grades and subjects. The curricula has been modified to address the English Language Learners and Students With Disabilities.
- The 2013-2014 Middle School Quality Snapshot revealed: M.S.129 was closing the achievement gap. The school was rated excellent for improvement by student group (English Language Learners, Students With Special Needs, and lowest performing students) on the State English and Math Test.

Needs :

The December 3rd, 2014 PPO revealed the following:

- It was recommended that there was a need to highlight strong pedagogy that supports the relationship among curriculum and student tasks through actionable feedback and coaching to develop a shared understanding of effective practice.

The January 16th, 2015 Quality Review finding stated the following:

- Teaching strategies inconsistently provided multiple-entry points for students and reflected uneven levels of student thinking. Consequently, all learners are not copiously demonstrating high order thinking skills or producing meaningful work products.

-

The 2013-2014 Middle School Quality Snapshot revealed:

- That only 50% of the curriculum was engaging and challenging. Subsequently, only 11% met state standards in ELA and 17% in Math. This result indicates that the curriculum needs to be more rigorous and aligned to the CCLS.

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 of 2016, 100% of students will be engaged in a school culture that values rigorous teaching and learning by creating cognitively complex grade level assignments that are aligned with the Common Core Learning Standards. Improved student culture will result in a 2% increase in level 3s and 4s in mathematics and English Language Arts as per the NY state standardized testing.

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>
<ul style="list-style-type: none"> • Webb’s Depth of Knowledge Chart will be used to categorize tasks according to the complexity of thinking required to successfully complete the task. In order to achieve this, lessons will consist of at least one question from all four levels of Webb’s DOK. 	All students	September-June	Administration, staff developers, and teachers
<ul style="list-style-type: none"> • To host school wide professional developments that will establish a clear shared vision of rigorous and engaging instructional practices as Danielson 1e and 3c. 	All teachers	September-October	Administration, Generation Ready, NTC Mentoring, and staff developers
<ul style="list-style-type: none"> • Administration will ensure that the “shared vision of rigorous and engaging instructional practices” is occurring in all classrooms by creating a classroom visitation checklist that will be used on a weekly basis. 	All teachers	October-June	Administration
<ul style="list-style-type: none"> • Provide weekly opportunities for vertical teams to meet so that teachers will analyze student work in search of growth, linked to our new line of rigorous instruction. Administrators and teachers will then share findings from their classroom visitation checklists to assist in determining next steps. 	All teaching staff	October-June	Administration and teachers

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.

- Vertical math and ELA teams will be appropriately scheduled into MS 129's program.
- Outside professional development personnel
- Go Math text, Connected Math text, Algebra 1 Common Core text, Engage NY materials

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.

By February 2016, administration will observe a clear increase in rigorous questioning and student engagement from September – January as per our informal and formal observations and our newly created classroom checklists. By February 1st, staff MOTP average in component 3c will be increased by .3 points compared to the prior year's average.

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.

Strengths:

- According to the 2014 School Quality Snapshot, 85% of students felt the school's offerings were enough to keep them interested in school. This exceeds the district average by 6% and the city average by 7%.
- According to the 2014 School Quality Snapshot, 83% of students felt safe in the hallways, bathrooms, locker rooms, and cafeteria. This exceeds the district average by 5% and the city average by 6%.

Needs:

- According to the 2014 School Quality Snapshot, 62% of students said that most students at the school treat each other with respect. This exceeds the district average by 10% and the city average by 5%. But, even though our data exceeds the city average, it remains a very low percentage that needs to be improved upon.
- According to the NYC School Survey of 2013-2014, 66% of students stated that they believe that students treat adults with respect.
- We need to instill strong values and good moral character in our students as they are constantly approached with tough choices from the neighborhood and the surrounding community.

Part 2 – Annual Goal

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

- By October 2015, 100% of M.S. 129 students will be engaged in a character education program entitled "The Leader in me" in order to help them develop strong moral character and become tolerant individuals whose actions reflect the six key character traits (caring, responsibility, respect, fairness, trustworthiness, and citizenship). This will lead to an improved school culture as evidenced by a 4% increase in each of the School Quality Snapshot indicators referenced in the Needs Assessment.

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>School staff will develop and implement comprehensive character education curriculum using good character.com teaching guides for middle school.</p>	<p>All students</p>	<p>September-June</p>	<p>Administration, Dean, Parent Coordinator, Social worker, Guidance Counselor</p>
<p>Monthly read alouds and shared art and/or music lessons connected to the month’s theme will be implemented into the literacy curriculum. In addition, weekly character quotes will be included in morning announcements and will be reinforced by all school staff. Students will engage in monthly self-reflection to assess the impact of the month’s activities and identify strategies to continue to work. This will be shared with parents each month.</p>	<p>All students</p>	<p>September-June</p>	<p>Administration and teachers</p>
<p>Students will participate in community service projects throughout the school year. Parent volunteers will be enlisted to assist students in completion of this work.</p>	<p>All students</p>	<p>November-June</p>	<p>Administration, Parent Coordinator, SLT (School Leadership Team), and PTA (Parent Teacher Association) members.</p>
<p>All staff will receive a copy of "The Leader in Me" and will attend 3 workshops.</p>	<p>All Staff</p>	<p>November - June</p>	<p>CEI-PEA and Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • All school staff members, copies of monthly read aloud book each month, copies of monthly song and or/art piece for use in the classroom, outreach for community service providers, weekly assemblies (advisory) will be utilized to reinforce themes and promote program, 2-3 instructional periods dedicated to Character Education program each month. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p>Title I TA</p>		<p>Title II, Part A</p>	<p>X</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>		

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

- By February 2016, teachers and parents will monitor students’ monthly self-evaluation for evidence of program’s impact. Effectiveness of program will be evident in teacher observations of student behavior and monitoring of deans’ referrals. There will be a minimum decrease of 10% in the amount of dean's referrals written in Skedula.

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

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

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

Part 1 – Needs Assessment

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

Strengths :

The January 16th, 2015 “Quality Review” findings showed that:

- Teachers collaborate in structured professional groupings to review data.
- Teacher teams use protocol to examine student work.
- School leaders provide teacher teams with school wide data.”

Needs :

The December 3rd, 2014 PPO revealed the following:

- Analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- There was an inconsistent use of conferring notes.

The January 16th, 2015 “Quality Review” findings showed that:

- Although teacher teams implement next steps for students and instruction, the next steps do not identify patterns for groups of students or provides understanding of student needs.
- Teacher teams have not yet adapted curricula based on findings.
- Deep analysis of data is not evident amongst teacher teams.

Part 2 – Annual Goal

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

By June 2016, our vertical teams will analyze student work to capture trends and develop next steps to ensure equity for all students in grade 8 mathematics. This work will result in a 5% increase in the number of grade 8 students receiving a level 3 or 4 on the NY state standardized test.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Vertical team will create a new rubric to review and analyze student work. The NTC-mentoring program will greatly enable our new staff to actively contribute within the vertical team.	Students	September-October 1	Vertical Teacher Team
Student baselines, unit tests, and item analysis will be reviewed in search of common trends or misconceptions. Once it is identified, units and lesson plans will be adjusted to address individual student needs including English Language Learners and Students with Disabilities with a special focus on grade 8.	Students	October-April	Vertical Teacher Teams
After units and lessons have been adjusted, vertical teams will develop “Next Steps” to ensure that the adjustments made are carried through successfully. Teams will then look at modifications that were successful to implement for the next school year.	Students	April-June	Vertical Teacher Teams
Units will be effectively updated for the following school year.	Students	May-September 2016	Administration and teachers

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.											
Per session for planning, adjustment of school schedule to ensure that common planning is implemented, student work for assessment needs, teacher created rubrics, one unit of study per grade.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By February 2016, common trends and misconceptions will be identified using the created rubric. Vertical teams will take the identified misconceptions and effectively modify two units of study. A mid year practice state assessment will be given and no less than 10% of the students will score below proficiency levels 3 or 4.

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

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

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

Part 1 – Needs Assessment

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

Strengths :

December 3rd , 2014 PPO stated:

- The principal has made some strategic organizational decisions to support the school’s goals.

The January 16th , 2015 Quality Review stated:

- School leaders and faculty have adopted a common unit plan that includes essential questions, student objectives, academic vocabulary, student supports, and performance tasks.
- A review of units of study across content areas show coherence in the use of multiple leveled texts both literary and informational with tasks that require students to support their claim with evidence. For instance in an 8th grade ELA unit on heroes, students compared multiple texts, stated a claim, and cited relevant text-based evidence to support their claim.
- School leaders and key faculty members create, administer, and analyze common assessments based of the state tests as well as skills based assessments. Teachers determine students’ reading levels based on assessment results and are able to plan for instruction to address the gaps. For instance, the ELA team found that on their created baseline assessment, students struggled with the central idea of the text and it became a focus in the department across grades.

The 2013-2014 NYC School Survey revealed:

- 98% of the staff stated that the principal communicates a clear vision for the school.
- 100% of the teachers stated that school leaders place a high priority on quality teaching.
- 100% of the teachers stated that they believe that school leaders give regular and helpful feedback about their teaching.

Framework for Great Schools Report 2015 revealed the following:

- Effective Principal Leadership: Score 98
- Effective School Leadership in program coherence: Score 87

- Effective Principal Leadership in parent-principal trust: 100% of parents agreed
- Effective Principal Leadership in teacher-principal trust: 91% of teachers agreed

Needs :

January 16th, 2015 Quality Review finding stated the following:

- A review of teacher team agendas and minutes revealed that teachers review school leader’s assessment findings but do not conduct a deep analysis of students’ skill set”.

December 3rd, 2014 PPO findings stated:

- Across classrooms the school is developing in their use of common assessments to measure student progress towards goals. Some teachers use or create assessments, rubrics; however feedback to students was poor or absent. There was an inconsistent use of conferring notes.
- Build accountability structures for adhering to school wide expectations and increasing student outcomes. Monitor and evaluate progress through tracking. This includes differentiation and assessment practices.

After a review of the above findings, I have clearly recognized a need to improve MS 129’s school assessment on an array of levels:

- As a data person, I often review data and provide my findings to teachers. As per the QR, it was made clear that the teachers need to do their own data analysis and not simply receive the analysis that I have done for them.
- TPPQ revealed that common assessment is lacking throughout the grades and subjects.
- The PPO also revealed that a stronger assessment system of checks and balances must be put in place in order to effectively monitor progress and enhance data tracking.

Part 2 – Annual Goal

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

By June 2016, 90% of all students will have completed assessment binders and portfolios which will include peer assessments, self assessments, and feedback for the four major subject areas that are consistent throughout all grades and classrooms. As a result, teacher overall 3B ratings for the 2015-2016 school year will increase by .5 points as compared to the 2014-2015 school year as measured by Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Self/Peer assessment rubric and Portfolio Unit Header Sheet will be created to effectively monitor all student work placed in each binder and to ensure grade and school alignment.</p>	<p>Teachers Leaders</p>	<p>May 2015-June 2015</p>	<p>Administration</p>
<p>Staff will receive orientation on the first day of school to ensure that all teachers clearly understand MS 129's new assessment system.</p>	<p>All Pedagogy</p>	<p>September 8th, 2016</p>	<p>Principal</p>
<p>Students will work in their binder every school day for the entire year in all subjects. Students will self and peer assess all binder work on a bi-monthly basis.</p>	<p>All Students</p>	<p>September-June 2016</p>	<p>Teachers/Paraprofessionals</p>
<p>Teachers will assess student binders and portfolios on a bi-monthly basis and provide quality feedback.</p>	<p>All Teachers</p>	<p>September-June</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>2400 student binders, 100,000 sheets of loose leaf paper, 600 pocket folders, forty/6 foot wooden book shelves, 1200 packages of binder tabs.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>X</p>	<p>In Kind</p>	<p>Other</p>

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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By February, 70% of students will be engaged in a system of checks and balances which will cover peer and self assessments, goal writing, and day to day monitoring of their assignments.

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

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

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

Part 1 – Needs Assessment

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

Strengths:

The Framework for Great Schools Report 2015 showed:

- Parent-teacher trust is at 98%
- Parent-principal trust is at 100%.

The NYC School Survey of 2103-1014 provided the following findings:

- 99% of parents stated that they were “pleased with the level of education their child received this year”
- 100% of parents stated that MS 129 “ keeps me informed about my child’s academic progress”
- 99% of parents stated that “My child’s school makes me feel welcomed”.
- 98% of parents stated that “My child’s school communicates to me in a language that I understand”.

MS 129’s ongoing after school classes for parents with limited educational opportunities that wish to improve their literacy skills.

MS 129’s High School Equivalency Parent Program.

MS 129’s annual “Family Fun Night” in November. Last year 175 family members were in attendance.

Numerous parent workshops lead by Ms. Baker (parent coordinator).

Needs:

- NYC School Environmental Survey: Noted that only 56% of our parents completed the survey for the 2014-2015 school year.
- Student attendance for the 2013-2014 school year was 91.7%. Current student attendance as of June 16th, 2015 is 92.1%.
- Students living in temporary housing constitute 20% of our population (112 students). That particular subgroup has an average attendance of 89.4% while MS 129 non-temporary housing students have an average attendance of 94.1%.

- Although MS 129 offers an array of parent workshops throughout the school year, only a handful of parents attend.

MS 129 envisions a partnership with our community that will bridge the gap and build trusting relationships between the local shelters, parents and the MS 129 staff. In order to have a successful home to school connection we must improve our parent engagement to ensure communication, support, and educational awareness that will help lead our students to success. Through our parent workshops, we will provide parents with skills to better assist their child's growth while clearly making the connection between high attendance rates and student successes.

Part 2 – Annual Goal

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

By June of 2016, our students living in temporary housing subgroup (112 students) will increase their average attendance from 89.4% to 91.4% by creating a more welcoming environment for parents, which will promote a higher level of parent involvement and parent education.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
MS 129 will reach out to the local shelters in attempt to create partnerships that will improve relationships and trust.	Local shelters	August-September	Parent Coordinator and Principal
Visit local shelters to speak with our parents about the importance of good attendance and to promote our parent workshops.	Parents in temporary housing	September-October	Parent Coordinator and Principal
Offer a minimum of 10 parent workshops throughout the school year to assist in bridging the gap between home and school.	All parents	September-June	Parent Coordinator, administration, outside professionals.
Create a parent report card that will assist parents in recognizing their strengths and areas of improvement.	All parents	September-June	Administration and teachers

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.											
500 plates, bowls, napkins, forks & spoons, & cups for nutrition courses, 10 yoga mats for nutrition course, parent awards and certificates.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.
By February recess, parents would have received two parent focused report cards and the opportunity to attend at least seven workshops. Students in temporary housing should have a minimum average attendance of 92% during that time period as well.
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)	Any student who is currently in need of assistance in ELA based upon poor state testing scores and/or classwork, tests, and quizzes.	-Fountas and Pinnell guided reading through leveled text. -“READY” NY CCLS instruction. -Engage NY materials -Achieve 3000 technology based programming -Rosetta Stone language learning -“COACH” workbooks -Langauge Power ESL program	Small group tutoring during the school day for at risk students. Saturday Academy small group instruction. One-to-one conferences embedded into daily ELA 90 minute block instruction. Guided reading (Fountas and Pinnell) small group instruction. Peer tutoring embedded into daily instruction during the school day. LEAP has an after school program for academic and enrichment purposes from October to June.	-During the school day -Lunchtime -Afterschool 2:30-3:30 Wednesday, Thursday, Friday -After school partnership with LEAP 2:30-5:30 Monday-Friday -Saturdays 9:00-12:00 October-May
Mathematics	Any student who is currently in need of assistance in math based upon poor state testing scores and/or classwork, tests, and quizzes.	READY” NY CLSS instruction Engage NY materials Teacher created problems	Small group tutoring during the school day for at risk students. Small group tutoring with Math teacher-	-During the school day -Lunchtime

		<p>“Measuring Up”</p> <p>“COACH” mathematics</p> <p>Direct Skill Interventions (teacher created)</p> <p>“Brain Pop”</p> <p>“CMP3 Dashboard”</p> <p>Test taking strategies</p> <p>‘Skill Intervention”</p>	<p>during the school day. (Lunch)</p> <p>Saturday Academy small group instruction.</p> <p>LEAP as an after school program for academic and enrichment purposes from October to June.</p>	<p>-Afterschool 2:30-3:30 Wednesday, Thursday, Friday</p> <p>-After school partnership with LEAP 2:30-5:30 Monday-Friday</p> <p>-Saturdays 9:00-12:00 October-May</p>
Science	Any student who is currently in need of assistance in Science based upon poor state testing scores and/or classwork, tests, and quizzes.	<p>-Achieve 3000 leveled text non-fiction science articles</p> <p>-Compilations of past science state exams</p> <p>-Reading Quest</p>	<p>One-to-one conferences embedded into daily instruction</p> <p>Saturday Academy small group instruction will begin in March and continue to June. Focus placed on hands on science proficiency lab.</p> <p>LEAP as an after school program for academic and enrichment purposes from October to June.</p>	<p>-During the school day</p> <p>-Lunchtime</p> <p>-Saturday academy 9:00-12:00</p>
Social Studies	Any student who is currently in need of assistance in Social Studies based upon poor state testing scores and/or classwork, tests, and quizzes.	<p>-Guided Reading focused on leveled social studies based text</p> <p>-Utilize a compilation of past state grade 8 SS exams</p> <p>-Reading Quest</p>	<p>Small group tutoring during the school day for at risk students.</p> <p>Saturday Academy small group instruction ELA/SS.</p> <p>One-to-one conferences embedded into daily instruction</p>	<p>-During the school day</p> <p>-Lunchtime</p> <p>-Saturday academy 9:00-12:00</p>

			LEAP as an after school program for academic and enrichment purposes from October to June.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk students and students in acute distress.	-“Owning up” curriculum -“Brief Counseling” curriculum -“Character Education Programing”	Small group instruction One to one mediation Small group peer tutoring	-During the school day interventions.

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>1. We have partnered with Dr. Wermuth and Dr. Farber from The Mercy College Education Department. They will be forwarding the resumes of graduating students who are interested in working at MS 129.</p> <p>2. Teacher grade leaders will participate in the hiring process for candidates who will work in our school. This ensures that candidates are aware of the school's team-based philosophy and that they are a good fit for the group of professionals with whom they will most often be working. Teacher grade leaders will participate in interviewing, will serve as hiring committee chairs, and will conduct informal lunches or meetings with finalist candidates.</p> <p>3. New teachers are paired with a mentor teacher from their grade/subject level team for a minimum of one year. This mentor process, not only helps incorporate the new teacher into the school, but also quickly indoctrinates them into the grade/subject-level team culture. We also offer a new teacher workshop hosted by Asst. Principal Sharon Davis. Teachers can ask any questions that they may have and also receive PD related to classroom routine and structure. All new staff receive a "PRIM" book to assist them in classroom management.</p> <p>4. The New Teacher Center: Through our new mentoring program, we will select mentors and our new teachers to effectively engage in rigorous mentoring and instructional development. New teachers will receive a minimum of 90 minutes of mentoring per week during the 2015-2016 school year.</p> <p>5. Grade/subject level teams meet to discuss developmental needs and share these directly with the principal or other instructional leader who sits in on team meetings. Appropriate professional development and training will be provided during our Monday extended day professional development time from 2:30pm-3:35pm.</p> <p>6. Inter-visitations will take place throughout the year to observe best practices and to learn from one another. We will also be visiting other middle schools (PS 83) to view best practices.</p> <p>7. To ensure that all staff are highly qualified, we have a plan in place in which any staff member will be given the opportunity to attend 3 professional developments of their choice during the 2015-2016 school year.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Beginning in September, administration will create professional development plans to discuss and review the key 8 components of the Danielson rubric.
2. To encourage professional growth we will form a Professional Development committee to brainstorm ideas for quality professional development. We will survey the staff to see what their preferences are. We will then create a professional development calendar for our eighty minute professional development period on Monday.
3. We will encourage inter-classroom visitations with colleagues.
4. We will allocate money for outside professional development and for our teachers to attend up to 3 outside PDs to further their understandings.
5. Generation Ready professionals will be providing professional development to staff one time per month during our Monday afternoon 75 minute PD sessions.

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.

1. During common planning meetings, the teachers make the decisions on how to effectively use math data to promote growth and ELA data to push key strategies during their guided reading practice and independent conferencing.
2. Teachers will meet three times per week for common planning/subject/grade meetings to discuss academic assessments and evaluation of our strategies and activities.
3. SIT (School Implementation team) will meet with teachers to discuss possible mainstreaming of special education students after reviewing their data.
4. With the support of our Literacy Specialist our teachers are directly involved in the creation of all their units in literacy. With the support of the Math AP our teachers refine the assessments that are including in our Math Curriculum. Our teachers design their own units and assessments for Social Studies and Science. Our cluster teachers design their own units and assessments in art, dance, music, home and career studies, etc.).

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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. MS 129, 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. MS 129 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)

MS 129, 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.

Parent Compact 2015-2016

M.S. 129 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan. This policy will be discussed during our School Leadership Meetings.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. We will also provide information and school reports required under section 1111 of the ESEA in the language in which parents understand the best and at an effective readability level.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- Parental involvement means that the participation of parents is a two-way and meaningful communication regarding their child's academic learning, behavior management, and any other school activities, including the following:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. M.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. From the school's Leadership Team
- b. Through the school's website
- c. Through communication with the school's Parent Coordinator
- d. Through "Coffee and Tea" meetings with the principal

2. M.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- a. From the school's Leadership team
- b. Through the school's website
- c. Through communication with the school's Parent Coordinator
- d. Through constant parent notifications and updates via newsletter
- e. "Coffee and Tea" meetings with the principal.

3. M.S. 129 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- a. From the school's Leadership team
- b. Through the school's website
- c. Through student progress report sent home quarterly
- d. Parents will receive daily phone calls when their child is not present to ensure that the parent is aware of the absence.
- e. Through communication with the school's Parent Coordinator

4. M.S. 129 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- a. Urban Advantage
- b. School Leadership Team
- c. Learning Leaders

1. M.S. 129 school will use the findings to design strategies that will more effectively create parental involvement activities and to revise our compact if necessary (with the assistance of our parents).

6. M.S. 129 will build capacity for strong parental involvement in order to ensure effective involvement of parents and the community to improve student academic achievement through the following activities specifically described below:

7. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- a. Common Core Learning Standards
- b. Student academic achievement standards
- c. State and local assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
- d. The school will provide materials and training to help parents work with their children to improve their children's academic achievement. Ms. Baker (parent coordinator) will lead 18 hours of professional development workshops specifically designed to promote parent awareness regarding academics, attendance, and parenting skills. Parents of ELL students will be invited to study the "Rosetta Stone" program with their child every afternoon from 2:30pm-3:30pm.

8. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- a. Parent meetings
- b. Parent communication with the Parent Coordinator
- c. School newsletter
- d. School Leadership communication
- e. Email communication

9. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents in a language that they can understand.

- a. Translated letters will be sent to parents when applicable
- b. School wide telephone calls containing key information
- c. Updated website information

M.S. 129's Parental Involvement Policy includes activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Paying reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting phone conferences between teachers, other educators, and parents when the parent is unable to attend.
- Adopting and implementing model approaches to improving parental involvement
- Connecting with programs such as , “bring your child to school day”.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by I.S. 129 on January 14, 2012 and will be in effect for the period of one year beginning February 12, 2013 (when the previous plan ends).

M.S. 129, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school 2012- 2013 school year.

School Responsibilities

M.S. 129 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet demands of the Common Core Learning Standards.
2. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: progress reports quarterly, consultation with teachers and support staff via face to face conversations, letters, phone calls, phone messenger messages, website (email).
3. Provide parents reasonable access to staff. Staff will be available for consultation with parents via website (email), letters, phone calls, Messenger messages.
4. Provide parents opportunities to volunteer and participate in activities and events at MS 129. Parents may also visit their child’s classroom; open door policy on visiting classrooms.
5. Involve parents in the planning, review, and improvement of the school’s parental involvement policy during School Leadership Team meetings.
6. Involve parents in the joint development of any School Wide Program plan (for SWP schools) during PTA and School Leadership team meetings.
7. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents (evening) so that the vast majority may attend.
8. Provide information to parents of participating students in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, and the forms used for academic assessment.

10. Provide to each parent an individual student report about the performance of their child on the State assessment in mathematics and language arts.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of time spent watching television and playing video games .
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's Common Core Learning Standards. Specifically, we will:

- Arrive to school on time every day with all necessary learning materials
- Do homework every day and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information given to me from my school every day.

SIGNATURES:

SCHOOL DESIGNEE _____ DATE _____

PARENT _____ DATE _____

STUDENT _____ DATE _____

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>Acad. of Indep. Learning & Res</u>	DBN: <u>12x129</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>70</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</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: There are currently a total of 32 ELL's with IEP's at MS 129. Extensive support is required due to their learning disabilities. Our goal is to increase the number of advanced ELLs with IEPs to attain proficiency on the NYSESLAT, as well as the advanced ELL's without IEP's.

ELLs with IEPs NYSESLAT Level Breakdown

<u>Level</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
<u>Beginner</u>	<u>1</u>	<u>0</u>	<u>3</u>
<u>Intermediate</u>	<u>5</u>	<u>2</u>	<u>4</u>
<u>Advanced</u>	<u>5</u>	<u>6</u>	<u>6</u>
<u>Proficient</u>	<u>-</u>	<u>-</u>	<u>-</u>

Number of ELL students participating in the Title III supplemental program are as follows:

*Approximately 25 advanced 6-8 grade students for Saturday Academy.

*Approximately 10 6-8 grade beginners for Saturday Academy.

*Approximately 10 intermediate 6-8 grade students for "Achieve 3000" before school.

*Approximately 20-25 6-8 grade beginners for after school "Rosetta Stone"

Total # of ELL students participating in Title III- Approximately 70 students.

There are a total of 58 Advanced ELLs at MS 129 of which 17 have IEPs. Out of the 58 Advanced ELL's, 35 are long term ELL's. Out of the 35 advanced, long term ELL's, 13 have IEPs and have been identified and targeted for focused instruction for Saturday Academy.

Currently there are 22- 6th grade advanced ELL's, 21 7th grade advanced ELL's, and 15 8th grade advanced ELL's.

Based on the above student needs, Title III supplemental services will occur during the following Instructional Activity Sessions:

Saturday Academy: Saturday Academy is scheduled for 16 weeks and will run from November 8, 2014 until March 28, 2015 from 9am-12pm. It is divided into 3 components. Each component is scheduled for one hour.

1. Using the Language Power Program, Advanced ELLs will have Continued language development activities in the four domains through theme and leveled text. Based on the 2014 NYSESLAT data, the domain focus for grade 6 is listening & writing. The focus for grade 7 & 8 is listening. Additional experiences/test practices will be provided in the four modalities:

*Speaking: Graphic information

*Listening: Picture/sentence comprehension: dialogue & academic content

*Reading: Picture identification with simple question; short passages for comprehension

*Writing: Descriptive paragraphs, fact-based essays

-One ESL teacher (whom is also a content area teacher) will provide the Language Powers/ELA component for 2 groups on a rotation. The first group is the 6th grade advance ELL group which has approximately 15 students. The second group is the 7th and 8th grade advance group which is combined and there are approximately 10 students (4- 7th graders and 6- 8th graders). The ESL teacher will also do the math component with that first group of 6th graders mentioned above for a total of 3 rotations. Two groups, three rotations.

2. Using "Getting Ready for the NYSESLAT", advanced ELL's will develop the following process skills: Communication, Connections, Representation, Reasoning, Proof, Problem solving.

Part B: Direct Instruction Supplemental Program Information

One bilingual certified teacher will provide the NYSESLAT component services. The first group-6th grade advance group has approximately 15 students, the second group- 7th and 8th grade advance group is combined and there are approximately 10 students (4-7th graders and 6- 8th graders). The third group is a Beginner group(who attend the regular Saturday Academy program) consisting of 6th through 8th grade students combined with approximately 10 students in total. This teacher has three separate groups on a rotation, for a total of three groups, three rotations.

- 3. The Math component of Saturday Academy will use “Finish Line” from Continental and “Measuring Up” from Peoples Education. Advanced ELL's, based on Math Assessment results will receive supplemental practice in mathematical reasoning, equivalent ratios, rates, measurement conversions, percentages. The ESL teacher mentioned above, whom also has common branch certification and teaches all 4 major subjects during the day, will service the 6th grade advanced students for the math component. The second group of 7-8 Advanced ELL's and the third group of Beginner students will be placed with a content area math teacher from the "Regular Saturday Program" that is already running in the school. This content area math teacher services another group of students(NOT ELL STUDENTS) from the regular Saturday Academy program. He will teach his first group of general education students for one hour and then will teach the second group of advanced:7-8 students for one hour and then the third group of beginners for one hour. The content area teacher does not get paid through Title III funds. He works specifically with the Regular Saturday academy program, not the Title III supplemental program and he agreed on taking two of the 3 ELL groups. (The content area teacher does not have a Bilingual/ESL license).

The math component of the Saturday program is a math teacher who is already working Saturdays under another Saturday Academy program and this teacher has his own groups, and does not get paid with Title III funds. I am using the ESL teacher for the math component only for one group(6th grade) and the other 2 groups, when they rotate will be going into that general ed, math teachers classroom. So it's two teachers getting paid under Title III one ESL and one bilingual.

- The other programs used are as follows:

Before School Program: The Before School Program is scheduled from December 3, 2014 until May 1, 2015 for a total of 26 weeks.

Using “Achieve 3000”, a web based differentiated instruction program, using non-fiction content, 10 intermediate ELL's with IEP's ranging from 6th to 8th grade (5- 6th graders, 2- 7th graders and 3- 8th graders) will be combined in one group and will read in their independent reading level, receiving differentiated instruction from the teacher. This program will help students develop the skills needed to become better readers and build academic language.

One certified bilingual teacher will service 10 ELLs on Wednesdays, Thursdays and Fridays from 7:15am-8:00am.

After School Program: The After School Program is scheduled from October 20, 2014 until June 5, 2015.

Using the “Rosetta Stone” computer based program, Beginner ELL's in 6th, 7th and 8th grade will be provided with individual online opportunities to develop all four key language skills—listening comprehension, speaking, reading and writing with exercises that combine sound, text and images in different grammatical patterns. 30 students have been invited and approximately 20-25 attend everyday.

One certified bilingual teacher will service 20-25 ELL students for 30 weeks (October 20, 2014–May 15, 2015) on Monday through Friday from 2:30-3:30pm. Mrs. Rodriguez, assistant principal will also be with the bilingual teacher during that time to assist the bilingual teacher(She will not be getting paid with Title III funds, she is just assisting due to the large number of students in the group)

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Part C: Professional Development

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

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

Begin description here: _____ To attain proficiency on the NYSESLAT, pass the ELA and/or move within AMAO 1 category, the ELL PD Program will provide instruction on the development of speaking, listening, reading, and writing skills for beginning, intermediates and advanced English learners.

_____ To provide ELLs with additional guided instruction in areas that need improvement, all staff, including cluster teachers will be provided with in house PD that will help them to differentiate instruction for the ELL students in their classrooms. Staff will learn how to effectively build academic language using cognates with the ELLs.

_____ The bilingual teacher, as well as, the ESL coordinator will attend outside, ongoing PD's and turn key to the staff during faculty conferences and grade/subject weekly meetings. The ESL coordinator will continue to attend monthly professional development at the network, which provides useful information that can be utilized for the ELL students. Faculty, including the SLT will be trained on teaching ELLs to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions.

_____ Another focus of ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

_____ All teachers including cluster teachers receive training on providing ELL students advanced reading strategies to analyze both fiction and non-fiction. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

_____ All teachers and staff are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center. Records are maintained by agenda, sign in sheets with minutes.

_____ All of our teachers are kept informed of other professional development opportunities focusing on language acquisition, effective ELL strategies and methodologies. The ELL coordinator continuously provides staff with professional development opportunities.

_____ On September 23, 2014 from 8:30am-2:00pm the 6th grade and 7th grade bilingual teacher and the ELL coordinator, assistant principal attended a PD on Native Language Instruction.

_____ On October 1, 2014 Achieve 3000 representative worked with the ESL teachers and the bilingual 8th grade math teacher to help them launch the program with their students. The second PD will be held on January 26, 2015.

_____ The first in house PD was scheduled for October 20, 2015 from 2:20pm-3:30pm. The assistant principal in charge of the bilingual department informed all staff of the ELL students in the school building and how to look at ELL NYSESLAT data. All staff received a folder with ELL data(number of ELL students, students NYSESLAT scores, ELL with IEP's, and modifications for testing, longterm ELL, sife, students exempt from the 2015 ELA exam).

_____ On November 10, 2014 3 ELL teachers attended an online PD from 9:00am-9:45am on the Blueprint for ELL, Bilingual Common Core Initiative, New Language Progressions.

Part C: Professional Development

One bilingual 7th grade teacher has attended a PD on November 14, 2014 at the Fordham campus from 8:30pm-3:00pm called "Spanish Literacy Instruction" which focused on decoding and developing word knowledge and vocabulary.

One 7th grade bilingual teacher and 6th grade ELL teacher will attend a PD on January 9, 2015 at the Fordham University campus from 8:30-3:00pm which will focus on listening/speaking and writing in responding to text.

On November 17, 2014, Yazmin Torres from CEI-PEA conducted a PD for all staff on "Promoting Academic Excellence for All Language learners from 2:20pm-3:40pm. She focused on citywide ELL corrective action issues, citywide expectations, understanding AMAO, What is long term ELL and sife?, The bluepribnt for ELL success and the different types of ELL programs.

We are planning 2 more in house PD's for staff one scheduled for January 12, 2015 and a tentative date for February 23, 2015 from 2:20pm-3:40pm focusing on ELL instruction and differentiation for ELL students as well as looking at student data. The presenters for these workshops will be one ELL teacher and the assistant principal in charge of the bilingual department as well as our F-status employee who has worked with us for years and is an ELL specialist.

Three 6-8th grade ELL teachers as well as 4 bilingual teachers(grades 6-8) will be given the opportunity to attend other outbound PD's focused on ELL instruction throughout the school year as needed.

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: _____ M.S. 129 will take the following actions to conduct an annual evaluation of the content and effectiveness of the parental involvement policy to ensure the improvement of school quality for all students including the ELL's. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement.

M.S. 129 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

The Common Core Standards Standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators (February 12, 2015).

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: before and after school programs, Saturday Academy, in school lunch time tutoring, monthly website letter updates, weekly school wide parent telephone calls. The parent workshop schedule are as follows: January 22, 2015 and March 1st 2015.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents: Learning Leaders, our school's Parent Book Club and parent workshops for high school selection and transition (October 15,

Part D: Parental Engagement Activities

2014.

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, monthly translated letters updating school information, weekly translated school wide telephone calls and updated website information. The assistant principal provides the school messenger translation in Spanish when any schools wide calls are made to inform parents.

Parents of ELL students are invited to come to the school everyday from 2:30pm until 3:30pm to utilize the "Rosetta Stone" program to help them in the targeted language.

Our tentative schedule for parent workshops and activities will be on: January 22, 2015 from 2:20-3:20pm, March 12, 2015 from 2:20-3:30pm and on May 30, 2015 we will have our first "Annual Picnic" with ELL students and their parents from 10:00am-2:00pm. The picnic will include the ESL teachers, assistant principal, and other staff volunteers. The workshops will be presented by our ELL teacher Ms. Laberee.

An awards night for ELL students will be held on June 11, 2015 at 9:00am to recognize the ELL students who have made progress throughout the year and years as an ELL student. Parents and families will be invited to attend. Awards night will be presented by Ms. Rodriguez, assistant principal.

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Part E: Budget

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

Allocation Amount: \$11200

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	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 12	Borough Bronx	School Number 129
School Name Academy for Independent Learning & Leade		

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 Raymond Granda	Assistant Principal Amanda Rodriguez
Coach Frances Tavares	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ava Harris, Leticia Laberee	School Counselor Julissa Rosario
Teacher/Subject Area Sylvia Wdowiak	Parent type here
Teacher/Subject Area Ramona Castellano	Parent Coordinator Germaine Baker
Related-Service Provider Donna Peters	Borough Field Support Center Staff Member type here
Superintendent Rafaela Espinal	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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	542	Total number of ELLs	75	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	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	1	1					0
Dual Language							0	0	0					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	75	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	24
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	10

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	20	2	0	2	0	0	9	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	16	2	2	13	2	14	33	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish							0	13	1					0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____

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	16	11					0
Chinese														0
Russian														0
Bengali							1	0	0					0
Urdu														0
Arabic														0
Haitian														0
French							1	1	1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Twi								3						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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							3	8	8					0
Emerging (Low Intermediate)							1	4	3					0
Transitioning (High Intermediate)							2	3	3					0
Expanding (Advanced)							14	17	9					0
Commanding (Proficient)							6	15	9					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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT 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	0	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							6	16	12					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	0	0	0	0
7	26	1	0	0	0
8	15	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	12	2	3		0		0	0	0
7	14	7	3	4	2	0	0	0	0
8	13	11							0
NYSAA									0

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	13	7	1				
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.
 We are currently using Fontas and Pinnell. Teachers conduct running records twice a year and conduct guided reading groups once a week with students. Running records examine both accuracy and types of errors made. It determines next instructional steps for each child. We evaluate the students literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the NYSITELL, I-Ready, Performance Series, ELA Scores and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL students have a strength in Speaking and Reading skills and a weakness in Listening and writing skills. Focus is placed on Listening and writing skills within all classrooms to concentrate on improving those skills. The ELL teachers will combine students' informal assessments with standardized data to measure individual progress and help drive instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL performance indicates a specifically clear deficiency in the listening modality. This in turn affects the speaking, reading and writing modalities. The students are not meeting the benchmarks for each of the modalities. These deficiency patterns in the listening modality are also seen in the NYSESLAT results. Students with limited English tend to fail the Listening modality more than their English peers.
 We also noticed that we tend to have many expanding students in each grade. We currently have 13 expanding 6th grade students, 16 expanding 7th grade students, and 5 expanding 8th grade students. The data reveals that a push with the expanding students is crucial to ensure that they test out. Looking carefully at each modality and what students are lacking is also very important for teachers to be able to pin point the deficiency and be able to fix it.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the AMAO to look at trends within the last 3 years of testing for each student. AMAO helps us to determine strengths and weaknesses within each modality to help teachers with planning and next steps for students. We are able to determine which modality most students did poorly on to help drive instruction and next steps.

ALL Beginner, Intermediate and Advanced level ELLs in grades 6, 7 & 8 demonstrated a clear deficiency in the NYSESLAT listening modality. Only 6 out of the 17 sixth grade students met the listening benchmark. 21 out of 44 7th grade students met the listening modality and 17 out of 28 8th graders met in the listening modality.

o In Grade 6 there was 1 Expanding student who would've tested out but failed the writing modality by one point. Another 6th expanding 6th graders failed the listening modality by one point, or she would've tested out.

o In Grade 7 there were 7 expanding ELLs who missed the commanding level by 1-5 points. Most were in the listening modality.

o In Grade 8 there were 2 expanding ELLs who missed the Proficient level by 1 point in writing. One of those ELLs also missed the Listening benchmark by 4 points.

The 3rd expanding ELL missed the listening and Reading benchmarks by 4 and 1 points respectively. Although the total score met the proficient level, the ELL only met two of the modality benchmark. All four modality benchmarks are required to reach proficiency levels. After sharing and reviewing the patterns, teachers' awareness heightens to the decision that there will be a focus on the listening modality, since language learning depends on listening. Teachers will conference with ELLs to share their individual NYSESLAT result, the importance of listening strategies and how it impacts their learning and performance. Instructional practices will mirror the strategies that demonstrate how ELLs learn best.

4. For each program, answer the following:

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

a. On the ELA State Exam all ELL students who scored Entering, Emerging, transitioning and Expanding on the Spring 2015 NYSESLAT, scored a level 1. Only two students scored a level 2. We also noticed that students who became commanding, most scored a level 2 on the ELA state exam.

On the NYSESLAT 18 scored Entering, 8 scored Emerging, 8 scored Transitioning, and 41 scored Expanding.

ELLs taking tests in English do poorly because of the language barrier. But even in their home language, students are below grade level. The fact that many of our ELLs are not proficient in their native language, makes it difficult for them to acquire the English language, hence the reason why it's also difficult for them to do good on an English test.

On the ELE only 8 ELLs out of 36 who tested scored in the 4th percentile. Two scored in the 3rd percentile and 26 out of 38 scored between the 1st and the 2nd.

This indicates that they are struggling in their native language. Native language instruction teacher support will continue in this effort. The ELLs are making some gains in English, but are still not reaching the proficient level. Teacher support will continue with data analysis and ESL strategies.

b. By analyzing the detailed information provided by the ELL Periodic Assessment school leadership and teachers take an in depth look at the ELLs' strengths and weaknesses in English language development. The information provides information for individual and group instruction that will help ELLs make gains in language acquisition. This will be demonstrated on the State language acquisition tests.

c. The school understands that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational text.

They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses.

Through professional development and observation feedback teachers will continue to become more aware that their instructional delivery should mirror the students' IEPs and/or learning modifications. It is how the students learn best.

If an ELL with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model using these learning modifications during the instructional delivery. Teachers will continue to remind the ELLs that practicing these strategies will help him/her understand the topic.

Our TBE classes offer HLA 4 times per week in Spanish to help support students native language. If students are able to be proficient in their home language, acquiring the English language would become much easier.

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.](#)]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ESL teachers and classroom teachers work closely to determine the needs of the individual student and the ESL teachers assist the teacher in ideas to help plan lessons that have ESL methodologies infused within them. All teachers ensure that a Language Objective is provided in their lessons. Teachers also ensure that Tier 1, Tier II and Tier III words are used daily and posted for students. Cognates are used to help students with language development.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Reviewing and discussing the AMAO criteria helps our school understand how and why our ELLs are progressing or not. Clarity in the progress movement helps determine the next course of action (i.e. planning, teaching practices, support) in order for growth to occur. On going professional development and faculty conferences on ELL data analysis and ESL practices will continue throughout the year. The AMAO is a true indicator on how our ELL's are advancing on each modality because everything is clearly broken down and we can visually see trends across modalities. This helps with planning effectively to meet the needs of our ELL population.

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.
Upon registering for the first time, parents are met by the ENL teacher or the assistant principal who does the initial intake of information in the parent's native language. Time is taken to interview the student and the parent. The parent is assisted in completing the HLIS form and a translator is available to assist in the process and conducts an oral interview with the incoming student to determine their dominant language.
Once the determination is made as to whether the student is qualified to take the NYSITELL, the parent is informed about the test and what it means.

Currently, the NYSITELL is administered by the Assistant Principal or the ENL teacher in charge of ENLs; within 10 days of admission. If the child does not speak any English, the Spanish LAB is administered as well by the ENL teacher. Only Spanish speaking students that tested "Entitled" based on NYSITELL results, are administered the Spanish LAB. Based on the HLIS, determination as to whether a language other than English is spoken in a student's home is made and the NYSITELL is administered. This assessment establishes an English proficiency level. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ENLs.

Parents are sent the entitlement letter in their native language through mail and with the child indicating a time and date of the parent orientation meeting.
Once the parent attends the orientation, they select the best program for their child using the parent selection form. The student is then placed in the program and a placement letter is sent to the parent in their native language through email and with the child. The parent option is then entered in the ELPC screen in ATS.
This helps determine eligibility for English language support services.
- 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).
The language proficiency team consisting of the assistant principal, ESL teacher, one special education teacher, bilingual psychologist, will meet and review evidence of the student's English language development.
* Student takes the NYSITELL to determine ELL status. ELL identification procedures
*
* Language proficiency team administers the SIFE Oral Interview Questionnaire as per Part 154, in child's native language within 30 days. If the questionnaire determines that the child is in fact a SIFE student, the online test will be administered.

* Principal's is then notified of the findings and determination.

We will administer the NYSITELL to all students whose home language is not English to determine ELL status. In addition there will be an interview assessment and running record assessment used to identify SIFE enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student enters our school from another state, we check to see if the child has an IEP. If so, the Language Proficiency team, consisting of the bilingual psychologist, assistant principal, special education/bilingual teacher, and the ELL teacher, will meet within 2 days of child's enrollment to interview the child and make a determination as to whether the child has language acquisition needs. If so, we administer the NYSITELL and place the child within 20 days of enrollment.

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.

After the scanning of the NYSITELL, the assistant principal immediately calls the parent to let them know that an entitlement or non-entitlement letter is being sent home via mail and with their child in their native language. The letter is given to the child to take home, and a copy is also mailed out to the parent. A third copy is kept in the student's file. The entitlement letter specifies a date and time for the parent to come in to the school for parent orientation and to select a program for their child.

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 parent orientation, the ENL teacher or the assistant principal will inform parents in their native language of their right to appeal ELL status and parents will have opportunities to ask any questions that they may have. Letters are kept in MS 129 compliance binder and in child's individual ELL folders.

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.

A Parent Orientation Meeting is conducted by Mrs. Rodriguez, the assistant principal or Ms. Leticia Laberee, the ESL teacher within 10 days of student admission to the school. The parent meeting is held in the parent's native language. A video is presented in the parent's native language explaining the three program choices and the goals of each program. We advise them that we do not have a Dual Language Program at our school but will gladly help them in locating a school with the program if they wish. Periodically, there are video pauses, to answer additional questions parents may have. In addition, parent brochures (explaining the ELL programs) in the parents' native language are also distributed.

We let the parents know that if a program is not selected, the default program is the TBE. Parents are advised to select the programs during the orientation meeting.

To accommodate working parents, orientation sessions are held via phone. Parents listen to the video audio. All meetings are documented via parent signature. Phone meetings are identified as such in an outreach log.

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

Mrs. Rodriguez, assistant principal or Ms. Laberee, ESL teacher ensure that a scheduled date and time for the parent orientation is written on the entitlement letter that is mailed out and hand delivered to the child in their native language. Three attempts are made to get parents in for orientation and to choose the program of their choice. The school documents the attempts in a log that is kept in the compliance binder.

After 3 attempts, if the parent does not show up, Mrs. Rodriguez calls the parent and lets the parent know that the default program is TBE. A placement letter will then be sent home to the parent via mail in their native language.

To monitor parent program choice, Mrs. Rodriguez or Ms. Laberee ensure that the parents understand the 3 options from the video. They give opportunities for the parents to ask questions before making their selections. They also explain the programs in greater detail. The Parent Surveys and Program Selection forms in the parents' native language are then completed and collected at the end of the parent orientation meeting. A placement letter is given to the parent at the end of the meeting and a copy is kept for our records indicating the parent choice and program.

Mrs. Rodriguez then enters the parent option on ELPC in ATS.

In the beginning of the school year Mrs. Rodriguez takes a look at parent option for each child on ATS to see what parents have chosen in the prior year and where the child was placed in the previous year based on parent option. If a child was placed in a program that the parent did not choose, Mrs. Rodriguez calls the parent to make them aware of the programs available at MS 129 and to determine whether or not they would like the child in a specific program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a parent does not attend the orientation, two other attempts will be made. The assistant principal calls the parents to reschedule. If the parent does not show up or if the school can not get in contact after 3 attempts, the child will be placed in a TBE class as the default and all attempts will be made(phone call, placement letter mailed to the house in parents preferred language) notifying the parent of their child's placement.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the parent orientation is completed, the parent fills out the parent survey and selection form to indicate their program preference. If the program is offered at MS 129, Mrs. Rodriguez, the assistant principal or the person conducting the orientation hand delivers the placement letter in the parents native language to the parent the day of orientation. A copy is kept on file. If the parent never attends the orientation after the 3 attempts, the default will be TBE and after calling the parent to let them know of the child's placement, a placement letter in the parents native language will be mailed out and a copy hand delivered to the child, and one copy will be kept on file for our records.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The assistant principal has 3 binders, one for each grade. Each child has a tab with the HLIS, entitlement letters, placement letters, parent survey and selection forms. When incoming 6th grade students enter our building, we go through all of the cumulative records of ENL students and make copies of their HLIS and letters to place in child's tab. If a child does not have any of these records we leave it as is but we still mail out the continued entitlement letters to the incoming students as well as the 7th and 8th grade students who will continue to get services.
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. Mrs. Rodriguez, the assistant principal first takes a look at RLER in ats to determine list of students eligible to take the NYSESLAT. SHE also looks at UYRE in ats which also gives you a list of eligible students. Once that is established, an excel sheet is created with all of the eligible students and some personal information. This list is used to ensure that all eligible students are tested and that those that require test modifications are properly tested.

A NYSESLAT test memorandum is generated by the assistant principal outlining test dates, Identified ELL students, test modifications, proctors, bilingual glossaries, testing instructions and room assignments for all sections of the exam. The memorandum is reviewed with all participating staff. Student Absentee lists are maintained and the missing test modalities are rescheduled.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In August, after reviewing the NYSESLAT scores for each child, the assistant principal mails out continued entitlement letters and transitional support parent notification letters in parents native language. A copy is hand delivered to the student to give to their parent as well and one copy is kept in the child's file.
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 Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is the transitional bilingual program.

Year	Program & Parent Requests		
2015	TBE	2	ENL 2
2014	TBE	11	ENL 1
2013	TBE	6	
2012	TBE	17	
2011	TBE	11	Dual Lang. 1

Transitional Bilingual and Free Standing English as a Second Language program models are currently offered at our school and aligned with parent requests.

The dual language program is not offered. Parents interested in a dual language program are helped in finding schools in the district that offer this program. It is explained that at least 15 students are required to open up a dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

The freestanding ELL program has a push in/pull out model. We have 3 certified ELL teachers. All ELL students requiring freestanding ELL are grouped together in the same class regardless of proficiency level with the exception of the SWD/ELL students who are self contained in other classes. Each ELL teacher push into and pull out into grade specific classes(8 periods a week) and pulls out intermediate and advance students 4 times per week or as appropriate based on the new CR part 154. Entering and emergent students receive 360 minutes per week of services. Entering receives 4 periods of standalone and 4 periods of pull out. Emerging receive 4 periods stand-alone esl and 2 periods of push in per week. Each period is 45 minutes. Transitioning students receive 90 minutes of stand-alone ESL and 90 minutes push out. Expanding students receive 4 periods of stand-alone ESL and commanding students receive 2 periods a week of integrated ESL.

- b. TBE program. *If applicable.*

Currently we have 3 ICT classes, one 6th grade, one 7th and one 8th grade. There are 5 self contained classes. We have two Transitional bilingual classes. The 6th and 7th grade TBE class is a bridged class.

Sixth grade TBE students are serviced through 8 periods a week of math with a bilingual certified teacher who pulls them out into another classroom and teaches in spanish while the 7th grade TBE students also have math with a certified bilingual teacher who teaches them in spanish. For the other content areas, the bridged class is together. ELA and social studies is taught in English by a certified bilingual teacher(ELA-8 periods per week, social studies-3 periods per week) and science is taught in spanish by a bilingual teacher (3 times per week). Eighth grade TBE classes are serviced by a bilingual certified math teacher. Instruction is in spanish 8 times per week. Science is also in spanish 3 times per week. The ELA teacher teaches 8 periods a week in english and social studies is also in english. Students in the TBE classes are group based on whether they are currently an ELL student where parent choice was a TBE setting, regardless of NYSESLAT proficiency level. All students in the TBE class share one common language, spanish.

- c. DL program. *If applicable.*

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)?

In the beginning of the school year, Mrs. Rodriguez ensures that all ENL students are placed together in a few classrooms and not scattered within a grade so that programming is easier in order to ensure that the mandated number of minutes are provided.

We use an integrated approach for the most part and entering students receive integrated and pull out services.

Entering students receive 360 minutes per week of ENL services (4 periods per week of integrated into ELA classroom and 4 periods per week of push out for ENL methodologies). Emerging students receive 360 minutes per week of ENL service (2 periods per week pull out ENL and 6 periods per week of integrated ENL into ELA classroom).

Transitioning students receive 180 minutes (4 periods per week) of integrated ENL in ELA classroom. Expanding students receive 180 minutes(4 periods per week) integrated ENL in ELA classroom

We currently have one bridged Transitional bilingual class of 7th and 8th graders. The TBE class receives 180 minutes per week (4 periods) of HLA taught by a bilingual certified teacher and an ENL certified teacher with Language specialty.

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.

Paste response here:

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

The ELLs are tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assessments specifically for the ELLs by Acuity. Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. balanced literacy approach, Math, Urban Advantage for science, etc.), using the Point-of-Entry Model of instructional planning. Students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process. Rosetta Stone and Achieve 3000 are used by the ELL students before and after school. Data derived from the programs help us track student progress.

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

ELLs are appropriately evaluated in their native language through formal assessment (ELE), teacher assessments in subjects that are taught in the native language and student oral proficiency as demonstrated in class participation.

All lessons that the ENL teachers create incorporates the use of listening/ speaking/ reading/ and writing skills. The use of questioning techniques facilitate conversations that improve listening and speaking skills. All activities have a reading/ writing component to them. There is a learning objective. The classroom teachers promote all four modalities as well and are given techniques to do so from the ENL teacher. All teachers make classroom observations in regards to all four modalities and evaluate student work to further evaluate the students' reading and writing skills. The informal assessments described are used on an ongoing basis throughout the school year. The NYSESLAT and NYSITELL data as well as NYS state exams in core areas also allow us to track student progress in a more formal way.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- a. The instructional plan for SIFEs is to develop oral proficiency and comprehension strategies. Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated question, summarizing and monitoring comprehension.

Students practice with texts that are accessible at their level of language proficiency. If students don't experience successful application of comprehension strategies, they won't try to use them in other texts. Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree).

During school and after school and Saturday programs) literacy and math instruction is based on item analysis data from informal classroom diagnostic and school based exams, such as the predictive assessment and the ITA assessments.

- b. The instructional plan for ELLs with less than three years is to develop comprehension and basic interpersonal communication skills (BICS). ELLs in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week.

Instructional strategies for ELLS with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulatives and visuals, choral reading and the buddy system.

The materials that are used include: 0-3 years: Words Their Way, ESL Phonics Word to Word Dictionaries, Brain-Pop, Starfall.com, Getting Ready for NYSESLAT and Beyond, Word to word bilingual dictionaries, month by month phonics. These students also have the opportunity to attend afterschool using Rosetta Stone.

- c. The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLs meet for 180 minutes per week. The instructional plan for advanced ELLs is continued support in language development and comprehension.

The instructional strategies for ELLs with 4-6 years are: Cooperative Learning, graphic organizers, manipulatives, visuals, journals, hands on projects, choral reading etc.

The materials that are used for 4-6 years include: Words, Their Way, Reader's Theatre: William Shakespeare, Reader's Theatre: Early America, Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Empire State NYSESLAT, Getty Ready for NYSESLAT and Beyond, Word to Word bilingual dictionaries, BrainPop

The school ensures that the ELLs-swds receive all service mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

The Assistant Principal is in charge of Special Education and is the Coordinator of Mainstreaming. Mainstreaming occurs 5 periods weekly in literacy and math for students that have this noted on their IEPs. Through appropriate scheduling, the

Principal provides time for regular meetings between regular and special education teachers. Students are offered an after school program called Achieve 3000.

d. The materials that are used for ELLs who have completed 6+ years include: Writing Workshop by Sadlier, Grammar Workshop by Sadlier-Oxford, Getting Ready for NYSESLAT and Beyond, 6+1 Traits of Writing, Empire State NYSESLAT, Word to word bilingual dictionaries, Reader's Theatre: William Shakespeare, Reader's Theatre: Early America.

Entering and Emerging student are offered Rosetta Stone after school.

Transitioning and Expanding students are offered Achieve 3000, Language Power, Saturday Academy and NYSESLAT Test Prep after school.

Commanding Students are offered Saturday Academy.

e. Former ELLs receive two periods a week of Push In services provided by an ENL teacher. They receive testing accommodations for an additional two years (extended time on teacher created tests as well as all state tests) and continue to use glossaries and dictionaries. These students are offered all of the after school programs listed above as well as Saturday Academy.

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.

Mr. Granda, the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with Mrs. Rodriguez, assistant principal, the parent/guardian, and the student. If the principal, believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and if need be, will reverse the determination within the 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent or his/her designee.

Any student for whom we are reversing status to non-ELL will continue ENL services until the status is reversed.

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?

Teachers use a lot of visuals and hands on activities for their ELL students. They constantly activate prior knowledge when introducing a new topic. A lot of scaffolding is used in the classroom to ensure that ELL students master skills taught. Graphic organizers, vocabulary strategies, Fryer's model, cooperative learning groups, differentiation, shared reading are all being used in the classroom. Students are provided with primary-language books. Teachers have literacy centers. Teachers use guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology, think alouds, reciprocal teaching are all used by the bilingual and ELL teachers. Teachers of ELL students use think pair share strategies, literature circles, parallel teaching, peer teaching, and complementary teaching throughout the day. Materials used by the teacher are Fontas and Pinell leveled text in English and Spanish, Rosetta Stone, Achieve 3000, graphic organizers, audio tapes with headphones, etc to help accelerate English Language Development.

For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates, students are placed in the class setting with supports outlined in their IEPs. Students are also part of the ESL pull-out/ Integrated program, receiving services in accordance with test results and their IEPs. Special education and the ESL teachers collaborate monthly to determine the short term academic and linguistic goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student's individual education plan. Differentiated lessons will be tailored in order to meet the academic needs of these students. Teaching strategies to facilitate the ELL-SWD students include small group instruction that emphasizes peer group work. The ESL teacher will incorporate different ways to present the information, for example, the teacher will provide visual aids or story read alouds on tape to address the visual and auditory learners. Students will be given differentiated graphic organizers to meet their individual learning needs and styles.

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?

Additional ELL periods are scheduled during the students' "first period" in order to cause a minimum disruption to the students' academic schedule. The curriculum is adapted to the needs of the individual student. ELL students with IEP's have programs that are the least restrictive, such as SETSS classes. All teachers of ELL students collaborate together in order to best serve the student. Common planning time every Thursday first period with ESL and bilingual teachers ensures that curriculum is adjusted to meet the needs of the ELLs. Common planning time is used to further assist our students by discussing the students' needs with each other. When appropriate, students from special education classes are mainstreamed with students in general education classes for certain core subjects.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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



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

Chart 5.3

Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%				
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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. At MS129, we ensure that there are targeted intervention programs for ELLs in ELA, math, social Studies, Science. All teachers of ELLs use many approaches to teaching. Some of the approaches include differentiation of instruction (Fontas and Pinell leveled books, groupings of students based on needs, use of graphic organizers, scaffolding techniques, visuals, multiple entry points, sentence starters, Rosetta Stone for those students who really do not know the English language and need extra English support, Achieve 3000 for reading comprehension, Go Math for students struggling with the math curriculum used. The use of Spanish/English glossaries are available for each student in math, social studies and science. We offer AIS small group instruction for our ELL's once or twice a week.

Those students who come with an IEP from another school and/or were going through CSE reviews prior to attending MS 129 are reviewed to ascertain if the ELL student is struggling with language difficulty or if the student has special needs. Students are assessed and evaluated on an on-going basis to assure they were appropriately placed.

If an ELL student is suspected of having special needs, it is very important that academic interventions are implemented and the results recorded before any formal assessment or review is requested. At 129X there is an RTI team in place whose goals are to maximize individual student success in the regular classroom, while at the same time serving as a screening process for students who may be in a need of special education services. The team includes the ESL Teacher/Bilingual Teacher, Principal or designee, members of the School based support team (SAT), guidance counselor.

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

In the beginning of every school year we analyze the AMAO data to look at trends. We develop a spread sheet with all the ELL students and what they scored in each modality. This gives us a clear picture on what modalities students are struggling with. Once we have and know this data, the assistant principal makes color copies and during a Monday after school PD we go over the results and what they mean so that teachers are aware of what they should concentrate on when they are teaching their ELL students. The assistant principal also develops a spreadsheet that contains useful information on all the ELL, former ELL, exempt students from ELA state test, ELL students with test modifications. This data is also given to the teachers in the beginning of the school year. It gives teachers information on what students and how many students are ELL's sitting in their classrooms, what they scored on the spring 2015 NYSESLAT, and other relevant information.

PD's are conducted on ELL strategies that teachers can implement in their classroom to help move their ELL population.

From the 2015 NYSESLAT test, 31 students became commanding, and over 45 moved up a level, some even two levels. This data shows us that we are making progress as to how we service our ELL population. By analyzing and reviewing ELL data, our school is able to detect the problem, in our case it is the "Listening" modality and we are able to target that area during integrated and pull out services.

Our ELL integrated and pull out services occur across content areas so that our ELL students have that extra support in the major subjects. We noticed that with the new NYSESLAT, a lot of Social Studies and Science material makes up most of the test and we want to ensure that we target those major subjects so that students are well prepared for the test.

The TBE program ensures that the ELL student has access to their native language while transitioning to the English language. By using the native language in the content area, students will gain English acquisition more effectively. The Freestanding ELL program gives ELL students extra English support and helps build their academic language through basic English skills being taught, vocabulary building, phonemic awareness, etc. It builds the foundation for learning English.

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

Parents are now encouraged to attend morning and after school programs with their child. Involving parents in the learning process will ensure that they are continuously focusing on their child's academic needs and can understand and be able to help their ELL child in the learning process as well.

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

We did not discontinue any programs or services for ELL's. We continue to offer Rosetta Stone, Achieve 3000, Language Power, Getting Ready for the NYSESLAT, Saturday Academy, ENL integrated and pull out services, Transitional bilingual classes for 7th and 8th grade (bridged).

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

Title III letter is sent out to parents at the beginning of the school year indicating the services offered to ELL students and their right to be provided with supplemental services for their child. Currently we offer two programs for ELL students and parents. Rosetta

Stone is offered after school from 2:30-3:30 Wednesday-Friday. Achieve 3000 is offered after school on Wednesday-Friday from 2:30pm until 3:30pm. Students are also offered Saturday Academy services to help prepare them for state exams. LEAP after school program is offered to all students in the school including ELL's. Parents who wish to sign their child up receives an application in their native language to fill out. Basketball, Lacrosse, running are also offered to all students and the assistant principal ensures that any activities and programs that are offered in the school is articulated to the parents through a letter sent home in native language. Project Boost is another program that we offer to 20 high achieving students and the assistant principal ensures that she includes at least 4 ELL/bilingual students in the program every year.

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.

Graphic organizers, Fryers model, shared reading are all being used in the classroom. Students are provided with primary-language books. Teachers have literacy centers. Teachers use guided reading and strategy groups to build on language acquisition. Picture walks, a lot of modeling, dictionaries and glossaries, the use of technology(lap tops for each child),think alouds, reciprocal teaching are all used by the bilingual and ELL teachers. Other materials include: Fontas and Pinell leveled text in English and Spanish, Rosetta Stone, Achieve 3000, audio tapes with headphones, Getting Ready for the NYSESLAT to help accelerate English Language Development.

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

MS 129 follows a 60:40 TBE model. Sixth and seventh grade students are taught in ELA and Math in English with native language support, primarily in Spanish. The eighth graders follow a 25:75 model in ELA and Math. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level. In Math students use CMP3 and the bilingual students use Go Math for support. In ELA, the Units include scaffolding and differentiation tailored to meet the needs of the bilingual students. Some of the readings are in Spanish and many Library reading books are in Spanish and English. Language Powers, Getting ready for the NYSESLAT and Guided Reading books as well as Achieve 3000 leveled articles are used for ENL instruction.

We provide the bilingual classes with an NLA course 4x per week for a total of 180 minutes. The class is taught by a bilingual certified ELA/Math teacher and a teacher with Spanish certification. NLA consists of learning literature in child's native language which in this case is Spanish.

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

Services, support and resources are delivered based on level that the child is on. Getting ready for the NYSESLAT books are by grade level. Leveled texts are used based on students reading levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We offer Rosetta Stone for all incoming ELL students with limited or no English after school from Wednesday through Friday from 2:30pm until 3:30pm. We also offer Saturday Academy beginning on November 2, 2015 from 9am-12pm. We offer achieve 3000, an online program for our emerging and transitioning students to help advance their reading skills. This program is offered Wednesday through Friday from 2:30-3:30pm from November until May. When new students come in, we give them a tour of the school building so that they familiarize themselves with the school and the staff. The staff involved in these activities include the assistant principal, the ESL teachers, bilingual teachers and the parent coordinator.

19. What language electives are offered to ELLs?

We currently have Spanish as a language elective.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

PN/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.)
 Five times during the school year there will be a PD on Mondays from 2:30-3:30pm for ALL staff including the guidance counselor, school psychologist, paraprofessionals, etc. on ELL methodologies conducted by an outside source or ESL teachers.
 The assistant principal will attend monthly ELL PD's (the first PD attended was on October 6th "A Collaborative and Teaming Approach to Co-Teaching).

The ESL and bilingual teachers will attend monthly ELL PD's the first one to begin on October 23, 2015, November, 13, 20 (Nults and Bolts for NEW Teachers of Students who are Learning English as a New Language). December 9, 16 (Understanding and Impacting the Disproportionality of ELL's as Students with Disabilities). November 2, 23, December 14 (Writing Across All Subject Areas for Newcomers, Entering, and Emerging ELL's). As more PD's become available, ELL teachers will be attending and turnkeying the information to the staff. Agendas will be kept on file in the compliance binder and in teachers folders to keep track of hours.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The following professional development is offered to teachers of ELLs (including ESL and bilingual teachers in supporting ELLs as they engage in the Common Core Learning Standards:

o In-School PD via grade meetings and faculty conferences:

National Association of Bilingual Educators
 National Association of ESL Teachers
 National Association of Language Acquisition

Follow up and on-going PD is planned on:

English as a Second Language
 English as a Second Language
 English as a Second Language
 English as a Second Language

o Outside School PD

Topics presented:

Reading Instruction for English Language Learners
 Cultural Competency for ESL Teachers
 Mathematics Instruction for English Language Learners

As professional development are offered from various bilingual/ESL organizations, it is shared with our ESL/Bilingual teaching staff: for example upcoming conference: NYS TESOL Conference November 2013.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As part of our school initiative, we have implemented and have a full focus on college and career readiness. Teachers are trained to provide students with the necessary tools needed to move on to the next level. Three times a week students have an advisory period where thie homeroom teacher, guidance counselor and the deans have discussions with students about the following topics:

- o Selection criteria for potential high schools with the students and teachers
- o Individual student review of grades, conduct etc in selecting high schools.
- o Application process and assistance in completing the forms
- o Scheduling of Student/Parent High School orientation
- o Student Expectations/Questions/Anxieties

We also have an ESL advisory at least 3 times a year which we began to implement this year. The first one is on October 27, 2015 where parents have also been invited to attend. It is called a "Moving Up Ceremony" Students are recognized for their

efforts in ESL and for moving up a proficiency level or testing out of NYSESLAT.

Teachers also give students goal sheets in the beginning of the school year where ESL students must come up with a NYSESLAT goal based on last years NYSESLAT scores and they also come up with an action plan to achieve that goal. Providing students with all of this and letting them know where they are as ESL students, gives them a head start as to where they need to be in order to prepare for high school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The assistant principal periodically sends ELL PD emails to all staff that they can choose to attend which must be approved by the principal. Staff must then turn key the information during our Monday PD's. The ESL teachers provide ongoing PD's on Mondays for all staff. On Thursdays the ESL and bilingual teachers meet to discuss ESL related matters and to turn key information to each other. Agendas of all PDs are kept in the compliance binder and a folder with each teachers name and all PDs attended are kept in each individual folder to track hours completed.

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?

During the Tuesday parent-outreach period teachers will call parents of ELL students for a minimum of 2 times per year to discuss language development, how their child is progressing and next steps to help improve student outcomes. A translator will be provided as needed. Each teacher of ELL students will have a binder to keep a phone/meeting log with the date, time, name of parent, type of meeting everytime the parent is contacted or met with to discuss child's progress.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

The Common Core Learning Standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators and the new ELL modalities.

The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology

The school fosters parental involvement by providing parents with the opportunity to attend Rosetta Stone classes and GED classes. Monthly website letter updates, weekly school wide parent telephone calls in Spanish and English, letters that are mailed home regarding student NYSESLAT scores, NYSESLAT testing, entitlement letters, school wide activities etc. A monthly calendar in English and Spanish are also sent home. Two meetings a year are scheduled for parents of ELL students.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school builds ties between parents and schools through parent meetings, parent communication with the Parent Coordinator, School Leadership Team communication, email communication. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs such as parent resource centers, that encourage and support parents, parent workshops for high school selection and transition.

The school will take the following actions to ensure that important information (programs, meetings, activities) is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly translated letters updating school information, weekly translated school wide telephone calls and updated website information.

5. How do you evaluate the needs of the parents? The school evaluates the needs of parents through the phone/meeting outreach to parents. Not only do teachers discuss the child's progress but they also discuss parent needs and concerns which in turn are related to the assistant principal in charge of the ELL department. Parents also take the school surveys in their native language which also gives us an insight on parents' needs. Teachers discuss with the parent a beginning of year survey.
6. How do your parental involvement activities address the needs of the parents? Most of our parents speak Spanish. Many parents of ELL students feel uncomfortable already because they have a language barrier and so they get intimidated asking questions or finding out information about their child's education. Our role is to ensure that all parents feel comfortable enough to be able to be involved in their child's education. Parental involvement is crucial in ensuring that parents do not miss out on services that will help them and their child.

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.

When a student enters our school from another country, the ESL teacher interviews the student and the parent. The ESL teacher then tests the student using the NYSITELL if there's reason to believe that the child requires to take the test. Once the results are in, the ESL teacher sends an entitlement letter home with the child and one is mailed out as well in the parent's native language. The ESL teacher conducts a parent orientation in the parent's native language so that parents are aware of the programs in our school. Parents then use the Parent Selection form in their native language to choose the program that best meets the needs of their child. A placement letter is then given to

the parent so that they know where their child was placed.

On Tuesdays during teacher phone outreach, bilingual and ESL teachers call parents and document their logs on Skedula an online program that we use at our school. Whenever we meet with parents in person, we keep a log in our compliance binder specifying the time, date of the meeting. We constantly mail out letters to parents to inform them of their child's NYSESLAT level, meetings that we would be conducting, professional development meetings for parents etc. All of these letters that we mail out, we also make a copy of and place the copy in our compliance binder for our records. Agendas of meetings are also kept in the compliance binder.

School Name: MS 129**School DBN: 12x129**

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)
Raymond Granda	Principal		10/30/15
Amanda Rodriguez	Assistant Principal		10/30/15
Germaine Baker	Parent Coordinator		10/30/15
Ava Ewan-Harris	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Sylvia Wdowiak	Teacher/Subject Area		10/30/15
Leticia Laberee	Teacher/Subject Area		10/30/15
Frances Tavares	Coach		10/30/15
	Coach		1/1/01
Julissa Rosario	School Counselor		10/30/15
Rafaela Espinal	Superintendent		10/30/15
	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: **12x129** School Name: **129**
Superintendent: **Rafaela Espinal**

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.

Upon entering MS 129, the assistant principal in charge of the bilingual department or the ELL teacher administers the HLIS to incoming students coming from another country. The HLIS provides us with information needed to determine if a child's language is other than English and parents are able to let us know their preferred language of communication through the HLIS. Our main office pedagogues provide bilingual services to assist our Spanish speaking population with admissions. They provide parents with admissions forms in their native language. Currently 3 office staff members speak fluent Spanish. Once complete, the Home Language Survey results are immediately given to our ESL coordinator. If the student's home language is other than English, they will receive all documentation translated in their home language.

Part III of the HLIS has to do with parent information including the language in which they prefer to receive written and oral information. The HLIS is the record that we use to keep this information and then it is entered into ATS where it is available for viewing as to parent home language.

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

The majority of our parent population speak Spanish. Our population consists of 98% Hispanic and African American families. We also have a few Arabic and French parents.

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.)

MS 129 has monthly calendars and parent newsletters that are translated into Spanish and distributed monthly. Announcements and important information/memos, entitlement letters, non-entitlement letters, placement letters, parents choice and survey are all translated into Spanish by the school secretary or the assistant principal periodically. Any school phone messenger announcements are translated into Spanish by the assistant principal. Important dates to remember, eg. NYS testing, NYSESLAT, periodic assessments, half day reminders, report card reminders, afterschool events, etc are all translated when calls are made to the parents.

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

Parent teacher conferences take place four times a year. The assistant principal, guidance counselor, two paraprofessionals and one dean serve as translators during these times. During the mandated Tuesday parent outreach, teachers meet with parents on occasions. The Guidance counselor and the bilingual psychologist also reach out to parents and work continuously with Spanish speaking parents.

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.

All written communication and oral communication is translated into Spanish or any other language where feasible, by the school secretary or assistant principal. All oral interpretation services for parents are provided by staff when necessary including phone messenger services. MS 129 website is also updated periodically and information is translated as well on the site. Written translation is provided by the school secretary, assistant principal, and other staff that are fluent in the language. When written documents are to be delivered to parents, we ensure that the English version is quickly translated before the document is sent out to the parents.

All ELL forms, Entitlement letters, Continued Entitlement letters, placement letters, HLIS, surveys, parent notifications are all readily available in the languages needed for our parents. These documents have been downloaded and printed from the DOE office of ELL website.

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.

Interpretation services will be provided over the phone or on site by school staff. All oral presentations involving parents or community members are translated by staff members or parent volunteers and on rare occasions if translation is needed in a language that we can not translate in house, we will reach out to the DOE's translator unit for assistance. Parents are notified of translation option on our MS 129 website. MS 129 also uses a phone messenger system to alert families to any occurrences in the school and other valuable information. The message is set in English and Spanish.

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.)

During Mondays after school conferences, staff will be informed about the use of translation services and over the phone interpretation services. Staff will be made aware of the translation requirements which include registration, application and selection, standards and performance (report cards) conduct, safety, discipline, special education and related services, etc. Staff will have copies of the discipline code in English and Spanish. Report card comments must be translated into Spanish if needed. A copy of the Chancellor's Regulation A-663 will be distributed to the staff.

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

Parents will be provided with a copy of the Bill of Parent Rights and Responsibilities once they fill out the HLIS and we know their language preference is a language other than English. A sign with the availability of interpretation services will be posted in the main office. We will ensure that we obtain from the Translation and Interpretation Unit forms required that will be posted by security desk.

Part F: Monitoring and Quality Control

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

The parent surveys are given out to parents every year during parent teacher conferences. To ensure that we receive at least 90% of surveys back, parents must sign in and go straight to the surveys before seeing teachers. Parents who complete the surveys also get to choose a book for their child to keep. The parent surveys are given to parents in their native language and staff members are available to assist parents in filling out the forms. The surveys give us a glimpse of how the school is doing in terms of services available to parents.