



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JUAN PONCE DE LEON
DBN (i.e. 01M001): 07x161
Principal: ELIAMARIE SOTO
Principal Email: *ESOTO2@SCHOOLS.NYC.GOV*
Superintendent: YOLANDA TORRES
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Eliamarie Soto	*Principal or Designee	
Darlene Ingram	*UFT Chapter Leader or Designee	
Cheryl Cross	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Giselle Quiñones	Member/ Teacher	
Elena Harmon	Member/ Teacher	
Evelyn Dixon	Member/ Teacher	
Lissette Bonilla	Member/ Teacher	
Altagracia Pesnell	Member/ Teacher	
Nancy Marrero	Member/ Parent	
Martha Guzman	Member/ Parent	
Adam Negron	Member/ Parent	
Oscar Molina	Member/ / Parent	
Sara Kamate	Member/ Parent	
Yolanda Solano	Member/ Parent	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	<ul style="list-style-type: none"> • A major recommendation with HEDI rating
	<ul style="list-style-type: none"> • Statement Of Practice (SOP) selected aligned to the goal
	<ul style="list-style-type: none"> • A goal aligned to the major recommendation
	<ul style="list-style-type: none"> • Instructional Strategies section, A-E for each strategy or activity that supports the goal
	<ul style="list-style-type: none"> • Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 07X161

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	526	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.6%	% Attendance Rate			91.8%
% Free Lunch	92.7%	% Reduced Lunch			4.0%
% Limited English Proficient	23.5%	% Students with Disabilities			28.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			24.3%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	2.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	3.3%	% Teaching Out of Certification			16.6%
% Teaching with Fewer Than 3 Years of Experience	18.3%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.3%	Mathematics Performance at levels 3 & 4			6.7%
Science Performance at levels 3 & 4 (4th Grade)	79.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% 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 (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
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 (2011-12)				
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 (2011-12)				
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			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

As per our 2012-2013 Quality Review Report:

What the school does well

The school's culture creates a positive learning environment that supports the academic and social-emotional growth of all students. (1.4)

School leaders and staff have collaboratively created a safe environment that is responsive to the social emotional needs of all students. Through ongoing meetings spanning from school-wide to classroom community forums, students understand the qualities of positive behavior by enunciating that in order to be recognized and acknowledged, there are three important steps to take: *"Act like a star. Look like a star. Be a star."* This school-wide motto is the driving motivation that has students talking about how respect, learning and good attendance contribute to their social emotional growth and academic success. As students speak to these expectations, their daily actions with one another in classroom discussions, peer-to-peer assessments, and assemblies afford them opportunities to share ideas and their points of view, thus giving them a voice of expression in a risk-free environment. Students overwhelmingly indicate that their teachers are great because they serve as "examples" or role models always willing to help them with their problems. In addition to their teachers, support personnel provides them with one-on-one or small group guidance on a frequent basis leading to reflective conversations that inform them on making favorable decisions that positively impact on their daily interactions and school work. School leaders have coordinated extracurricular activities such as basketball, track & field, chess, cheerleading and Boy Scouts to provide students with additional outlets in areas of interest so they can excel and continue developing physically and mentally.

School leaders are beginning to make organizational decisions in order to meet the needs of all students as evidenced by students producing more meaningful work. (1.3)

The budget is closely monitored to ensure that all decisions effectively support instructional goals that focus on the needs of students, especially English language learners and students with disabilities. Weekly teacher team meetings afford teachers the opportunity to work collaboratively looking at student work, targeting trends by grade, and identifying the skills students need for instructional improvement. In turn, their work guides them to identify practices that can contribute to emerging instructional coherence and improvement across classrooms.

Additionally, the leadership hired instructional coaches and consultants to address the school-wide instructional goals and teacher professional development needs resulting in individualized support for professional growth and student academic improvement. Ongoing professional development sessions on scaffolding classroom practices provide teachers with another layer of support to address the instructional needs of all students and hone in on their learning styles for improved academic achievement. In order to close the achievement gap and support the academic and/or social emotional needs of specific student groupings, the leadership instituted a daily period, known as 'Frozen Time' when all staff, teachers and support personnel work with students in small groups or one-on-one focused on the skills that support students' well-being and academic productivity. Teachers meet to discuss goals and the structure of the student groupings leading to in-depth planning, implementation of interventions, and more meaningful student work products.

The use of a variety of assessment tools leads to instructional adjustments and targeted small groups for improved student progress. (2.2)

Teachers use a variety of assessments such as Acuity and Fountas and Pinnell benchmarks to plan targeted, small group instruction. Teachers conduct ongoing conferences with students to formatively assess students' vocabulary and critical thinking development as they answer higher order questions and/or engage with teachers in meaningful discussions on informational texts, writing pieces or evaluation of work via the use of rubrics. Teacher team meetings focus on the analysis of student work in order to identify trends in skills deficit in reading and math. Additionally, during 'Frozen Time,' teachers, inclusive of support personnel, use protocols to observe and listen to students read to determine their needs as they build stamina which is a school-wide focus for literacy and critical thinking improvement. Furthermore, rubrics provide teachers and students another lens of assessing finished work products resulting in students' self-assessment and better understanding of where they are in their learning process. As a result of these assessment practices, teachers are able to agree on next instructional steps and adjustments needed to ensure that decisions made lead to students' academic progress.

Describe the areas for improvement in your school's 12-13 SCEP.

As per our 2012-2013 Quality Review Report:

What the school needs to improve

Develop the units of study and academic tasks to ensure that all students are engaged in rigorous academic tasks that promote higher order thinking skills. (1.1)

The school adopts units of study connected to world situations such as environmental issues with scaffolded practices to engage students, inclusive of English language learners and students with disabilities. As teachers plan their lessons, their intent is to challenge students to think critically and conceptualize what the academic task calls for in order to provide evidence of their thinking. However, the lack of consistent rigorous tasks and effective teaching practices that can provide students with opportunities to anchor new information so as to make appropriate connections to real world situations lead to uneven learning outcomes from classroom to classroom.

Teachers use student work and data to focus on designing tasks and resources specifically for English language learners and students with disabilities that afford these students with opportunities to develop their critical thinking skills via the aid of a variety of resources. In addition, they look at trends across grades to better understand students' instructional needs resulting in some adjustment in classroom task activities. In spite of the adjustment and focus on instructional supports, student cognitive engagement is not consistent nor is it equitable for all students. Students with disabilities continue to struggle.

Ensure that, as teachers customize their plans and execute their lessons, their questioning techniques challenge and engage students at their appropriate levels. (1.2)

Instructional leads meet with teachers to follow up with discussions on effective strategies that teachers can incorporate in their lessons to involve and engage all students in performance tasks that access their thinking. Subsequently, teachers plan lessons that scaffold questioning techniques and utilize graphic organizers that motivate students to learn and discover, hence, extend their thinking and understanding of the skills and concepts at hand. In some classrooms, teachers address students' multiple entry points via these techniques. However, in other classrooms, the instruction is generic, a one-size-fits-all approach, thus limiting students' access to curricula and challenging tasks. Although lesson plans and learning objectives attempt to reflect the Common Core standards that are being addressed, there is a misalignment between these instructional practices and the CCLS learning expectations leading to inconsistent levels of student thinking and participation across grades and content areas.

Strengthen feedback to teachers consistently aligned to a research-based teaching framework to promote professional growth and teacher reflection. (4.1)

The school is part of the Teacher Effectiveness Pilot Program and uses the Danielson Framework to guide their work in the improvement of teacher practices. School leaders engage in targeted and frequent classroom observations to provide teachers with timely feedback for pedagogical improvement. These low inference observations are uploaded into ARIS Learn in order to track and monitor trends in professional growth. School leaders hold individual meetings with teachers to provide vital information from these observations aligned to the Danielson rubric engaging them in thoughtful conversations leading to the improvement of teaching craft. As these data talks ensue, teachers reflect on

their strengths and areas for improvement resulting in some kind of tiered professional development. This reflection of practice also leads to teachers identifying students' accomplishments during the lessons and what decisions and/or adjustments they must make to help students gain access to the next level of learning. Although these structures are in place, the feedback provided to teachers lacks promotion of consistent rigor as evidenced by uneven levels of improvement in lesson plans, classroom observations and student work.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

As per our Quality Review feedback, the barriers and challenges encountered while developing and implementing our school's 12-13 SCEP were evidenced as our school prepared for the full adoption of new common core aligned programs. Teachers struggled to consistently provide multiple entry points so that all students could access the curriculum. Several factors, including the lack of vertical planning, insufficient Common Core aligned resources, and inconsistent teacher feedback, contributed to this challenge. Although the Common Core Learning Standards have served as a the main guide for instructional planning since, September 2012 the school has found it difficult to fully align instruction while meeting students' needs, specifically those of ELL's and students with disabilities. The challenge has been bridging the gap of our students' foundational skills whilst exposing them to grade-level standards with limited resources. Thus, differentiation has continued to be a barrier.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

Our school's successful implementation of the 2012-2013 SCEP was achieved in various ways. Our school has created a positive learning environment that supports academic and social-emotional growth of all students. During 2012-2013 we held ongoing meetings connecting the school-wide community to the classroom. Through our school motto: "Act like a star, Look like a star, Speak like a star, Be A Star" students recognize and acknowledge the PBIS program that creates a culture to model. School leaders coordinated extracurricular activities such as a basketball team, track and field, chess, cheerleading and Boy Scouts. The aforementioned activities provided students with outlets in areas of interest hence allowing them to continuously excel and develop both physically and mentally.

School leaders have made organizational decisions in order to meet the needs of all students. All students are now producing more meaningful work. English Language Learners (ELLs) and Students with Disabilities (SWDs) were given instructional goals that focus on their individual needs. Weekly teacher team meetings allow the opportunity to work collaboratively to look at student work. During these collaborations, identifying the skills needed for instructional improvement is the focus. Trends in student performance in ELA and Math by grade was documented and used to plan and guide instruction.

Our school leadership hired instructional coaches and consultants to reinforce the school-wide instructional goals. Teachers were given professional development as needed as our curriculum changed and shifted. Classroom teachers as well as out of classroom staff increased their knowledge of UDL, Special Education Reform, and Depth of Knowledge. Rigorous and appropriate instructional practices became a common school-wide focus.

Additionally, 'Frozen Time' was implemented as a daily, small-group, instructional period school-wide. Our school leaders guided staff through the implementation and the cycles of each tiered group. Student groupings were based upon fluency, comprehension, vocabulary, and combined targeted needs. Also, we adopted and implemented the Reading Rescue Program. Most paraprofessionals were continuously trained for the implementation of this one-on-one tutoring program for specifically targeted students.

Teachers use a variety of assessments such as Acuity and Fountas and Pinnell benchmarks to plan targeted, small group instruction. Teachers conducted ongoing conferences with students to formatively assess students' vocabulary and critical thinking development as they answered higher order questions and engaged with teachers in meaningful discussions on informational texts, writing pieces or evaluation of work via the use of rubrics. Teacher team meetings focused on the analysis of student work in order to identify trends and strategies to drive instruction.

Were all the goals within your school's 12-13 SCEP accomplished?		Yes	x	No
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If all the goals were not accomplished, provide an explanation.

As indicated by the 2012-2013 Progress Report, the school did not make adequate progress in student performance. This is reflective of the aforementioned barriers and challenges along with the revision of the New York State Exams. The new standard set forth by these recalibrated exams posed a challenge for both teachers and students during the preparation and administration. These two processes were particularly challenging for our English Language Learners and students with disabilities. It was similarly difficult for teachers to deliver instruction that aimed to meet the Common Core Learning Standards as resources were only in the process of being developed and therefore not readily available.

Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	X	No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

Due to the new City Core Curriculum materials that were chosen for our school : READY GEN and GO MATH, the school anticipates many challenges:

- Teachers were not able to plan accordingly due to Core Curriculum materials late arrival and missing resources
- Teachers in the Dual Language Program will not be provided with adequate resources to sustain instructional benchmarks due to READY GENs failure to provide translated resources to support our English Language Learners
- Teachers in the Dual Language continue to struggle on a daily basis to plan, locate and formulate assessments for our Literacy Units in Spanish in alignment with the English component of READY GEN.
- Although Professional Development has been provided by the vendors of READY GEN and GO MATH, teachers still lack the support of the implementation of the program and how to address different learning modalities. As well as school attendance has been impacted due to the abundant amount of teachers attending Professional Development sessions for both programs.
- With the implementation of the new Teacher rating system-ADVANCE, some barriers continue to be the allocation of time to have meaningful teacher visitation and conferences
- Additionally administrators and teachers still need to become more familiar with the Danielson's rubric and providing actionable and timely feedback.
- Another challenge is the scheduling of focused observations that will build on previous feedback observations, in order to monitor teacher growth
- Limited funding in order to purchase state of the art technology equipment such as: Smart-boards, I-Pads and laptops, to facilitate the research-based strategies that our subgroups (Students with Disabilities and English language learners) require in order to support alternative learning styles (visual, auditory and kinesthetic).
- Being limited to only one Instructional Coach and one Math AIS specialist for the entire school population continues to be a challenge

List the 13-14 student academic achievement targets for the identified sub-groups.

For the academic school year 2013-2014 our academic achievement targets will be our Special Needs population and English Language Learners. Although our ELL's subgroups made progress, we continue to struggle with closing the achievement gap due to the lack of exceptional gains. Students with Special Needs continue to be a focus subgroup due to not making annual yearly progress. The school community will continue to analyze data derived from various assessments to make purposeful decisions in grouping subgroups in order to facilitate gains as well as monitor and adapt core curriculum materials.

Describe how the school leader(s) will communicate with school staff and the community.

The administrative cabinet will continue to communicate with the school community through monthly faculty meetings, Java Mondays with the Principal for parents and faculty members, monthly calendars and newsletters, weekly newsletters from Assistant Principals, monthly Instructional Lead team meetings, weekly grade meetings, monthly SLT meetings, and monthly Curriculum Professional Development for teachers and parents.

Describe your theory of action at the core of your school's SCEP.

After reviewing our various data sources such as: The School Progress Report, Quality Review, Student Assessments, and school surveys, we've concluded that our school continues to struggle in closing the achievement gap and making adequate annual student performance. When we look at trends across grades to better understand our students' instructional needs, we realize that we can close the achievement gap by providing various differentiated learning opportunities.

Describe the strategy for executing your theory of action in your school's SCEP.

A data wall has been designated so that instructional teacher teams and others will have a general access location to be informed in the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Weekly Home school-wide inquiry team and teacher team meetings will share, review data and student work. We will continue to have discussions and infusion of data at grade and teacher team meetings. Data analysis support will be provided after each Interim Assessment administration. The Home Inquiry Team will continue, with a focus on research-based practices and will hold data driven planning meetings, that will run from November, 2013 - June, 2014. This data will be used to determine which subgroups will be targeted for the ELA/Math Prep Academy, Title III After-School Program, Frozen Time groups including RTI, Academic Intervention for Reading and Math, as well as for Reading Rescue students. The Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions and monthly one to one data / assessment meetings. Our Periodic Assessment Dates: November 2013, January 2014, and March 2014 (will have various forms of assessments gathered such as: Writing baselines, mid-lines and end of the year writing products, Fountas and Pinnell running records).

List the key elements and other unique characteristics of your school's SCEP.

When looking at our schools 'SCEP key elements and unique characteristics, we feel it reflects the numerous resources that we are attempting to utilize and implement in order to help us attain our goal of closing the achievement gap, for all our diverse learners. Based on our goals, we have decided to focus on Data analysis, Teacher feedback, and professional development sessions which will subsequently support us in raising student achievement.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We will continue to oversee and manage our improvement plan through the following steps: we will continue to use data systems to review, monitor and track student progress. In addition, the ADVANCE system will be used to evaluate and analyze teacher practice. Furthermore, the administrative cabinet will continue to keep the school community abreast of all resources that will help us attain our goals, through monthly faculty meetings, Java Mondays with the Principal for parents and faculty members, monthly calendars and newsletters, weekly newsletters from Assistant Principals. The Instructional Coach, Teachers and administrative cabinet will continue to attend monthly Instructional Lead team meetings, weekly grade meetings, and monthly Curriculum Professional Development sessions provided by various sources such as: Our Network CFN-109, DOE ELL Office, READY GEN, GO MATH, Generation Ready Consultants, etc.. Monthly SLT meetings, monthly Parent Curriculum nights, and monthly Curriculum Professional Development sessions will continue to be available for Parents. All these collaborations, will allow us the opportunity to work collaboratively in order to effectively oversee and manage our school's improvement plan.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The use of a variety of assessment tools leads to instructional adjustments and targeted small groups for improved student progress.

Review Type:	Quality Review Report	Year:	2013	Page Number:	4	HEDI Rating:	Effective
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision		2.3 Systems and structures for school development
	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, all classroom teachers will gather and analyze both formative and summative assessment data in order to identify student needs, formulate flexible student groups, inform teacher's instructional practice, and monitor student progress which will result in an increase of student achievement by 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Activity # 1: Data Analysis

In order to facilitate gains as well as monitor and revise curriculum, we will continue to analyze data derived from various data systems, to help establish initial goals for teachers / students, as well as group students strategically in ELA and Math subgroups. We will have a data wall so that instructional teacher teams and others will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Per-session will be provided for the Weekly school-wide inquiry team, teacher teams, and Home Inquiry Team will share, review data, student work and continue with the focus of research and data driven planning meeting in order to make informed decisions regarding curriculum. (October 2013-June 2014). Teachers will use student work and data to focus on how to best implement rigorous CCLS aligned performance tasks. These tasks are derived from multiple Common Core instructional resources / supplies used by the school such as ReadyGen, Go Math, Aussie Units of Study, and MOSL. (SOP 2.5)

Activity #2: Professional Development

We will continue professional development to enhance our new literacy program (READY GEN), which includes reading, writing, listening, and speaking. We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. We will provide ongoing professional development in ARIS, web-based systems, data collection and analysis to all teachers in order to facilitate the alignment of unit goals and data driven decision-making. Outside Professional Development consultants will analyze data derived from various assessments to make purposeful decisions in grouping subgroups in order to facilitate gains as well as monitor and revise curriculum. The instructional teacher teams and others will have a general access location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement, weekly Home school-wide inquiry team and teacher team meetings will share, review data and student work, with a focus on research-based practices; these data driven planning meetings will run from November, 2013 - June, 2014. This data will be used to determine which subgroups will be targeted for the ELA/Math Prep Academy, Title III After-School Program, Frozen Time groups including RTI, Academic Intervention for Reading and Math, as well as for Reading Rescue students. The Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions and monthly one to one data/assessment meetings will continue to take place. The Periodic Assessment Dates: November 2013, January 2014, and March 2014 (will have various forms of assessments gathered such as: Writing baselines, mid-lines and end of the year writing products, Fountas and Pinnell reading /running records)(SOP 2.2., 2.5)

Activity #3: ADVANCE System (Teacher Effectiveness)

Classroom, out of classroom, and cluster teachers will differentiate instruction (appropriate challenging tasks) and use scaffolded strategies with targeted groups of students to guide and support student outcomes as measured by the CCLS. *Weekly grade team meetings and weekly Inquiry Team meetings will provide teacher's time to share and review data / student work to help direct instruction.* We will continue to provide academic intervention for students on levels 1, 2, and 3. *Teachers will have regular conferences with students in order to address their strengths, weaknesses, and next areas of improvement, they will provide structured remedial intervention for at-risk students during allotted extended daytime.* We will continue with assessment protocols and re- distribute to all teachers the first week of school, September, 2013. *Yearlong mentoring will continue to be provided to new teachers to address data collection and analysis expectations.* The Principal, Assistant Principals, and Grade Team Leaders will schedule monthly common planning meeting with grade leaders to facilitate planning based on results of data collection. The school data specialist will play a major role in developing and maintaining various Excel data spreadsheets, teachers will teach monthly Character Traits (use of Wise Skills program) to support students who need social-emotional comprehension strategies. *Students will continue to be placed in strategic groupings through our school-wide academic intervention initiative referred to as "Frozen Time"; after careful analysis of data. This will address all student needs through literacy based on the five pillars of Reading. (SOP 2.2., 2.5)*

2. Key personnel and other resources used to implement each strategy/activity

Assistant Principals, internal and external Staff Developers, and Data Specialist

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. DATA ANALYSIS- Administrators, data specialist, lead teachers, classroom / out of classroom teachers, cluster teachers, instructional Coach, will monitor student data from various assessments to focus on designing CCLS aligned tasks that promote higher order thinking skills. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Literacy/Math Aussies and instructional coach will provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on relevant and current data.

2. PROFESSIONAL DEVELOPMENT- Administrators will ensure and oversee the provision of multiple and various professional development opportunities pertinent to the teachers' and students' needs. The Literacy/Math Aussies, Instructional Coach, and outside professional development consultants will deliver these workshops as they pertain to the current units of study along with general best practices.

3. ADVANCE- Administrators will be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.

4. Timeline for implementation and completion including start and end dates

5. September, 2013 through May, 2014

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- *Arrangement of common preps built into master schedule*
- *Teacher team discussions regarding assessment*
- *Use of Teacher designed assessments*
- *Instructional Leads collaboration on curriculum mapping*
- *Teacher voting process for designated meeting times*
- *Teacher Interclass visitations and teachers included in walkthroughs*

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I SWP, ARRA RTTT Data											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness		X	PF Common Core			
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments			PF Parent Engagement			
	PF Positive Behavioral Management Programs		X	PF RTI			X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Develop the units of study and academic tasks to ensure that all students are engaged in rigorous academic tasks that promote higher order thinking skills.(1.1)											
Review Type:	Quality Review Report	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	3.2 Enact curriculum			x	3.3 Units and lesson plans						
	3.4 Teacher collaboration			x	3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 90% of the school's curriculum will be aligned to the Common Core Learning Standards as evidenced by curriculum maps, instruction, assessments, and instructional resources.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
1. <i>DATA ANALYSIS - In order to facilitate gains as well as monitor and revise curriculum, we will analyze data derived from various data systems, to help establish initial goals for teachers / students, as well as group students strategically in ELA and Math subgroups. Instructional teacher teams and others will have general access to a data wall for the use of disaggregated student data. This will include the use of cross curriculum assessments focusing on overall student improvement. Weekly inquiry teams, will share, review and analyze student work in order to make informed decisions regarding rigorous CCLS curriculum and performance tasks (October 2013-June 2014). These tasks are derived from multiple instructional resources used by the school such as ReadyGen, Go Math, Aussie Units of Study, and Measures of Student Learning (MOSL). Based upon the analysis of our ELA and Math State Assessment data, we have targeted students on levels 1 and 2 through our ELA/Math Afterschool Prep Academy utilizing a research-based common core aligned curriculum. (SOP 3.5)</i>											
2. <i>_RESPONSE TO INTERVENTION (RTI) MODEL_ - A major initiative that P.S. 161 has undertaken is the concept of "Frozen Time". "Frozen Time" derived from the RTI model, focuses us as a school community to look at student benchmark assessments and provide strategic and differentiated instruction to all students. Frozen Time provides us with a more analytical and strategic lens by which we can research the specific strength, needs and weakness of our children. Additionally we've purchased a Common Core Aligned RTI technology license (I-</i>											

READY) for grades Pre-K-5th, to support ELA and MATH instruction. (SOP 3.5)

3. PROFESSIONAL DEVELOPMENT - We will continue professional development to enhance our new literacy and math programs (Ready Gen , Go Math), which includes reading, writing, listening, speaking and all aspects of mathematical concepts. Teachers will receive support in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. Provide ongoing professional development in ARIS, web-based systems, data collection and analysis to all teachers in order to facilitate the alignment of unit goals and data driven decision-making. (SOP 3.3., 3.5)

4. ADVANCE System (Teacher Effectiveness) -Classroom, out of classroom, and cluster teachers will differentiate instruction (appropriate challenging tasks) and use scaffolded strategies with targeted groups of students to guide and support student outcome as measured by the CCLS. (SOP 3.3., 3.5)

B. Key personnel and other resources used to implement each strategy/activity

Administrators, data specialist, lead teachers, classroom / out of classroom teachers, cluster teachers, Literacy / Math Aussies, instructional Coach, Outside Professional Development consultants. Resources include: ReadyGen, Go Math, Aussie Units of Study, Measures of Student Learning (MOSL), ARIS, web-based systems, data collection and analysis.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. DATA ANALYSIS- *Administrators, data specialist, lead teachers, classroom / out of classroom teachers, cluster teachers, instructional Coach, will monitor student data from various assessments to focus on designing CCLS aligned tasks that promote higher order thinking skills. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Literacy/Math Aussies and instructional coach will provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on relevant and current data.*

2. RESPONSE TO INTERVENTION MODEL- *The RTI committee will be responsible for overseeing the strategic tiered grouping of our students. Students are categorized into four tiers, high intervention (tier 3), strategic intervention (tier 2), pushable intervention (tier 1) and enrichment (tier 1e), which guides the thinking process and grouping of our children making us more strategic about progress monitoring, conferencing running records and exit slips. An important element of “Frozen Time” is the opportunity given to teachers to become experts in a specific instructional reading practice by building capacity with the opportunity to reflect and discuss the impact of frozen time during grade team and teacher team meetings.*

3. ADVANCE- *Administrators will be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.*

4. PROFESSIONAL DEVELOPMENT- *Administrators will ensure and oversee the provision of multiple and various professional development opportunities pertinent to the teachers’ and students’ needs. The Literacy/Math Aussies, Instructional Coach, and outside professional development consultants will deliver these workshops as they pertain to the current units of study along with general best practices. Textbooks will be purchased to support these units of study. Teacher inquiry teams will be paid threew per-session allocations in order to support this work.*

D. Timeline for implementation and completion including start and end dates

1. DATA ANALYSIS- *The Home Inquiry Team will continuously meet to focus on school-wide data from October 2013-June 2014. Periodic*

assessments will be administered in November, 2013, January 2014, and March 2014 after which teachers, both classroom and cluster, will review the data and revise goals.

2. *RESPONSE TO INTERVENTION MODEL- October 2013-June 2014*

3. *ADVANCE-September 2013-June 2014*

4. *PROFESSIONAL DEVELOPMENT- September 2013-June 2014*

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *DATA ANALYSIS- Common preps will be built into the master schedule and will be deliberately structured such that teams have substantial and regular meetings that result in improved teacher practice increase in student engagement, and mastery of goals for groups of students. Furthermore, weekly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.*

2. *RESPONSE TO INTERVENTION MODEL- The RTI “Frozen Time” block will be built into the master schedule as a school-wide 30 minute initiative. It will be deliberately structured by the RTI Committee. That will result in strategic placement and the use of research-based common core aligned academic intervention to meet the needs of our students.*

3. *ADVANCE- Common preps will be built into the master schedule and will be deliberately structured such that teams have substantial and regular meetings that result in improved teacher practice increase in student engagement, and mastery of goals for groups of students. Furthermore, weekly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.*

4. *PROFESSIONAL DEVELOPMENT- Professional development workshops will be provided during common preps and built into full-day Chancellor Conference Days (September 4, 2013, November 5, 2013, and June 5, 2014). Information regarding GO MATH and Ready Gen training workshops will be posted and available for all teachers. Coverage will be provided on days teachers will be out of the building.*

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP, ARRA RTTT Data

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Strengthen feedback to teachers consistently aligned to a research-based teaching framework to promote professional growth and teacher

reflection (4.1)			
Review Type:	Quality Review Report	Year:	2012-2013
		Page Number:	5
		HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the Administrative Team will provide timely feedback and next steps to 100% of teachers through the use of the Danielson Framework and support from the ADVANCE program to guide instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. DATA ANALYSIS- In order to facilitate gains as well as monitor and revise curriculum we will analyze data derived from various data systems o help establish initial goals for teachers/students, as well as group students strategically in ELA and Math subgroups. Throughout the school year, weekly school-wide inquiry team and teacher team meetings will share and review data and student work in an effort to appropriately modify and design effective instruction to meet all students' needs. (SOP 4.3, 4.5.)*
- 2. ADVANCE- We will fully participate in the ADVANCE-Teacher Effectiveness Program to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS. To accomplish this, teacher effectiveness in using various forms of data will be evaluated to plan instruction that improves student outcomes as measured by NYS summative assessments and levels. To meet the needs of students from various subgroups and push them to the next level, classroom and cluster teachers will differentiate instruction (appropriately challenging task). (SOP 4.3, 4.5)*
- 3. PROFESSIONAL DEVELOPMENT- We will continue professional development with the Go Math and Ready Gen curriculums which are comprehensive Common Core aligned programs. This along with ongoing professional development in web-based systems (i.e. ARIS, I Ready, and Engage NY) and in data collection, analysis, and alignment of unit goals and data driven decision-making, will support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. (SOP 4.3, 4.5)*

B. Key personnel and other resources used to implement each strategy/activity

Administrators, data specialist, lead teachers, classroom, cluster teachers, Literacy/Math Aussies, instructional coach and outside professional development consultants will each collect and analyze the data within their specific focus areas in order to generate goals for subgroups and plan appropriately challenging instruction. Resources include: The MOSL (Measures of Student Learning), Data Binders, Inquiry, Informal and Formal observations, discussions, and monthly one-to-one data/assessment meetings.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. DATA ANALYSIS- Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions, and monthly one-to-one data/assessment meetings. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Literacy/Math Aussies and instructional coach will provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on*

relevant and current data.

2. **ADVANCE-** Administrators will be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.

3. **PROFESSIONAL DEVELOPMENT-** Administrators will ensure and oversee the provision of multiple and various professional development opportunities pertinent to the teachers' and students' needs. The Literacy/Math Aussies, Instructional Coach, and outside professional development consultants will deliver these workshops as they pertain to the current units of study along with general best practices.

D. Timeline for implementation and completion including start and end dates

1. **DATA ANALYSIS-** The Home Inquiry Team will continuously meet to focus on school-wide data from October 2013-June 2014. Periodic assessments will be administered in November, 2013, January 2014, and March 2014 after which teachers, both classroom and cluster, will review the data and revise goals.

2. **ADVANCE-**September 2013-June 2014

3. **PROFESSIONAL DEVELOPMENT-** September 2013-June 2014

Outside GO MATH and Ready-Gen trainings will be offered to teachers in October 2013, January 2014, and again in the spring.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. **DATA ANALYSIS-** Common preps will be built into the master schedule and will be deliberately structured such that teams have substantial and regular meetings that result in improved teacher practice increase in student engagement, and mastery of goals for groups of students. Furthermore, weekly inquiry teams composed of Teacher, staff from the various constituencies as well as Principal and Assistant Principals will be paid per-session after-school to make sure they systematically share and analyze student work in order to generate next steps.

2. **ADVANCE-** Common preps will be built into the master schedule and will be deliberately structured such that teams have substantial and regular meetings that result in improved teacher practice increase in student engagement, and mastery of goals for groups of students. Furthermore, weekly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.

3. **PROFESSIONAL DEVELOPMENT-** Professional development workshops will be provided during common preps and built into full-day Chancellor Conference Days (September 4, 2013, November 5, 2013, and June 5, 2014). Information regarding GO MATH and Ready Gen training workshops will be posted and available for all teachers. Coverage will be provided on days teachers will be out of the building.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP, ARRA RTTT Data

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The school’s culture creates a positive learning environment that supports the academic and social-emotional growth of all students (1.4)

Review Type:	Quality Review Report	Year:	2012-2013	Page Number:	3	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

All students in grades K-5 will be provided with school-wide support initiatives evidenced by student of the month showcase, PBIS star points, and reduced school-wide occurrence and suspension rate by 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *Positive Behavior Interventions and Supports (PBIS) Initiative* – PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but a decision making framework that guides behavioral practices for improving behavior outcomes for all students. (SOP 5.2)

2. *WISE Skills* – A comprehensive interdisciplinary character education program that helps schools, families, and communities equip students with critical character qualities they need to be successful. Wise Skills has progressive school wide goals that lead to overall school success in helping students develop both performance character and moral character. As a result: (1) Student’s character is impacted, (2) School climate improves, (3) Instructional time increases, (4) Academic achievement grows, and (5) A Positive learning environment is created. The School Component helps schools model, teach and reinforce good character through interdisciplinary classroom activities. (SOP 5.2, 5.5)

3. *School-Wide Information System (SWIS)* – SWIS is a reliable and confidential web-based information system, to collect, summarize, and use student behavior data for decision making. The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions: A. How often do referrals occur? B. What problem behaviors occur most frequently in our building? C. Where are problem behaviors likely to occur? D. When are problem behaviors most likely to occur? And E. Which students are involved in referrals? (SOP 5.2, 5.5)

B. Key personnel and other resources used to implement each strategy/activity

School leaders and staff have collaboratively created a safe environment that is responsive to the social emotional needs of all students. Through ongoing meetings spanning from school-wide to classroom community forums, students understand the qualities of positive behavior by enunciating that in order to be recognized and acknowledged, there are four important steps to take: “*Act like a star, Look like a star, Speak like a star, Be a star.*” This school-wide motto is the driving motivation that has students talking about how respect, learning and good

attendance contribute to their social emotional growth and academic success. The WISE Skills character education program delivered by classroom teachers helps to instill the critical character qualities needed to be successful students and vital parts of our community through the use of skits, reflective journal writing, and focus worksheets. Teachers also enhance skills through related texts. Key personnel/ out of classroom staff i.e., counselors will monitor and gather out of classroom and in classroom behavior data to input into (SWIS) to continually meet the behavioral needs of our student body.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Positive Behavior Interventions and Supports (PBIS) Initiative* – The effectiveness of the PBIS initiative is evaluated by increased star points on a daily and weekly basis. School leaders and all staff members award star points for STAR behavior. All students have the ability to earn 35 points on a weekly basis and additional points for exemplary conduct. The rubric for what is considered star behavior is displayed throughout the school ensuring opportunities for students to reflect and consistently monitor their own demeanor. Expected behavior for specific areas of the school building are also displayed and connected to the rubric for the school motto of; *Act like a star, Look like a star, Speak like a star, Be a star.*” Students are given an opportunity to exchange star points for a tangible reward.

2. *WISE Skills* – School Leaders and all staff members can evaluate the Wise Skills character education program as students speak to the expectations of appropriate school behavior and the targeted monthly skill displayed throughout the school and on a specific bulletin board in every classroom. All School leaders and teachers monitor student’s daily actions with one another in classroom discussions and peer-to-peer assessments. Assemblies afford them opportunities to share ideas and their points of view, thus giving them a voice of expression in a risk-free environment. Students overwhelmingly indicate that their teachers are great because they serve as “examples” or role models always willing to help them with their problems. In addition to their teachers, support personnel provides students with one-on-one or small group guidance on a frequent basis leading to reflective conversations that inform them on making favorable decisions that positively impact on their daily interactions and school work.

3. *School-Wide Information System (SWIS)* -_On a monthly basis, key personnel/ out of classroom staff i.e., counselors will review school-wide referral patterns of classroom infractions as well as out of classroom incidents through five basic reports to evaluate current behavioral interventions for their effectiveness in decreasing and preventing recurring behavior incidents.

D. Timeline for implementation and completion including start and end dates

PBIS-September 2013-June 2014

WISE Skills- September 2013-June 2014

SWIS- January 2014- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

A PBIS Committee has been structured with at least one member from a cross section representative of the school personnel to discuss student behavior referrals. PBIS team members have attended professional development on implementation of PBIS and use of SWIS. On a monthly basis during common preps one PBIS committee member will present and discuss data and that months targeted WISE skill. Additionally, during this time teachers will provide their feedback as to the overall behavioral climate within their classrooms and exchange ideas for new behavioral strategies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title I SWP										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Establish a culture for learning that communicates high expectations to staff, students and families, and provides support to achieve them.(3.4)									
Review Type:	Quality Review		Year:	2013	Page Number:	6	HEDI Rating:	Developing	

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
x	6.2 Welcoming environment				x	6.3 Reciprocal communication			
	6.4 Partnerships and responsibilities				x	6.5 Use of data and families			

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, there will be an 8 % increase of parent participation as evidenced by workshop and event sign in sheets.									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
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A. Strategies/activities that encompass the needs of identified subgroups

<p>Activity #1: Parental Involvement and Engagement: In order to promote student achievement through increased parental involvement and engagement, we will utilize student data to identify areas of need. Subsequently, we will use this information to help us determine the best support activities and professional development to offer parents in order to facilitate their involvement and efforts at home with their children. During parent conferences, open houses, and recruitment events for Pre-K/Kindergarten, parents will be informed of grade level expectations for each grade through printed guides available in various languages. Additionally, our parent coordinator will facilitate parent ARIS login information through technology workshops in the computer lab in order to access each child's academic/assessment profile. New York City and New York State assessment calendars, monthly curriculum workshops, and monthly newsletters will inform and empower parents to assist their children in becoming college and career ready. Also, parents will be encouraged to become active participants and take on leadership roles through their participation in the School Leadership Team (SLT) and Parent Association. Finally, to further facilitate parental involvement and engagement, parents will be invited to school-wide celebrations such as: publishing parties, award assemblies, attendance recognition, spirit day, career day, Curriculum Literacy Day/Night, Holiday Winter Extravaganza Show, Curriculum Math game nights, and movie nights throughout the school year. (SOP 6.2, 6.5)</p> <p>Activity #2: Home-School Communication: We will continue to build and 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. Furthermore, parents will be provided with timely information regarding their child's individual performance/assessment profiles (i.e. Progress reports in October/January) and other pertinent school information through the use of our schools' monthly calendar and school messenger phone system.</p>									
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Additionally we will convene an Annual Title I Parent Meeting 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. In order to facilitate our home-school communication efforts, we will uphold the rights of limited English proficient families to receive translated documents and interpretation services. By doing this we can ensure their full participation in their child's education. (SOP 6.3)

Activity #3: Parent Support: In order to provide parents with multiple opportunities of supports, we will arrange for the following: provide information related to school activities, programs, and meetings in a format and language that parents can understand; arrange for 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; involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; conduct parent workshops with topics that include: parenting skills, understanding educational accountability e.g., NCLB/State accountability system, grade-level curriculum and assessment expectations; literacy, accessing community and support services; technology training to build parents' capacity to help their children at home; Nutrition, Health, Safety, Common Core Learning Standards, English as a Second language, Spanish Classes, JAVA Mondays with the Principal (once a month), Parent trips to various City Museums, etc., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report. In addition, we will allow for the reasonable access to staff by ensuring staff have access to interpretation services in order to effectively communicate with limited English speaking parents and notifying them of the procedures to arrange an appointment with their child's teacher or other school staff member. The aforementioned activities and opportunities for parental involvement will be facilitated by the proper allocation of Title I funds as described in this Compact and the Parent Involvement Policy. Finally, we will advise 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. (SOP 6.2, 6.5)

B. Key personnel and other resources used to implement each strategy/activity

Parent Coordinator, Principal, Assistant Principals, classroom /cluster teachers, internal and external Staff Developers, Data Specialist

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Activity #1: Parental Involvement and Engagement: The progress, effectiveness and impact of parental involvement and engagement will be evaluated by the noticed increase in parent turn out as quantified by the number of signatures on sign in sheets for events and workshops. However, the greater impact of increased parental involvement and engagement will be evident by measureable gains in student achievement as a direct result of the existing partnership between parents and the school.

Activity #2: Home-School Communication: The effectiveness and impact of home-school communication will be evident by a noticed increase in parent turn out for events such as the following: parent-teacher conferences, extended parent-teacher conferences, publishing parties, award assemblies, attendance recognition, spirit day, career day, Curriculum Literacy Day/Night, Holiday Winter Extravaganza Show, Curriculum Math game nights, and movie nights throughout the school year.

Activity #3: Parent Support: The effectiveness, progress, and impact of this activity will be gauged by parent participation and feedback in school events, workshops, and surveys. Also, a demonstrated understanding on behalf of parents of academic expectations for their children as evidenced by engaging and meaningful conversations during parent-teacher conferences and extended conferences.

D. Timeline for implementation and completion including start and end dates

Activity #1: Parental Involvement and Engagement: September, 2013 through June, 2014

Activity #2: Home-School Communication: September, 2013 through June, 2014

Activity #3: Parent Support: September, 2013 through June, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity #1: Parental Involvement and Engagement: The following resources will be used to support this activity: Schedule of parent workshops will be sent to school families in English and Spanish, “JAVA Mondays” discussions with school principal, Distribution of Parent Testing Calendar and reminders when testing is near, Title I parent involvement funding, day and evening workshops to access working parents, Increased attendance of parents/families at workshops, Distribution of Principal Report at PTA monthly meetings, Family participation during various family-oriented events/workshops. Monthly PTA meetings,

Activity #2: Home-School Communication: The following resources will be used to support this activity: Monthly school calendars distributed announcing important testing information and activities/events, teacher newsletters, School Messenger, an electronic system that calls student’s homes notifying parents of important school dates and activities in both languages., Progress Reports letter sent to the parents, Report Cards, Parent Teacher Conferences, Promotion in Doubt notices and meetings, Learning Leaders parent workshops

Activity #3: Parent Support: The following resources will be used to support this activity: Under Title I the school will coordinate meetings with parents such as, our monthly Parent –Teacher Association meetings, the Principal’s Java Monday meetings, ARIS Parent Link training sessions, specific parent grade level meetings. Our Parent Coordinator and the Parent –Teacher Association President will ensure that school information is provided via newsletters and/or memos sent home. Specific meetings are held to discuss Title I Funding and activities such as the School Leadership Team Meetings. Surveys are given to parents to gather data on programs and the feedback is shared with the entire school community. Varied workshops and/or classes will continue to be held in order to support our parents. Additionally, reasonable access to staff will be provided by making sure they have access to interpretation services in order to effectively communicate with limited English speaking parents.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA	x	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I SWP

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at 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.

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	<ol style="list-style-type: none"> 1. The Academic Intervention teacher provides remediation in English language arts to at risk students (Tier 2, and Tier 3) as per RTI, by providing small group instruction with a focus in the following targeted areas: phonemic awareness, phonics, fluency, vocabulary and/or comprehension, as determined by progress monitoring assessments. 2. Reading Rescue is a reading intervention for struggling readers. 3. ELA Prep Academy 4. Title III After School Program for ELLS 5. Title III Afterschool Program for ELLS 6. Extended Day 	<p>Small group instruction</p> <p>Individual tutoring is provided</p> <p>Small group instruction</p> <p>Small group instruction</p> <p>Small group instruction</p> <p>Small group instruction</p>	<p>Instruction is provided during the school day</p> <p>Reading Rescue is provided for a total time of 150 minutes on a weekly basis.</p> <p>Instruction is provided on Tues. and Weds.</p> <p>Instruction is provided after school.</p> <p>Instruction is provided afterschool</p> <p>Instruction is provided during the school day from 2:35 to 3:25 p.m.</p>
Mathematics	<ol style="list-style-type: none"> 1. The AIS Math Teacher provides students targeted academic support by providing differentiated math instruction. The goal is for students to make progress in key mathematical concepts and skills. 	<p>Small group instruction</p>	<p>Instruction provided during the school day</p>

	2. Math Prep Academy	Small group instruction	Instruction is provided afterschool.
Science	Science Extended-Day	Small group instruction	Provided on Tuesdays and Wednesdays
Social Studies	Social Studies Extended-Day	Small group instruction	Provided on Tuesdays and Wednesdays
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ol style="list-style-type: none"> 1. The Guidance Counselor, the Psychologist and the Social Worker provide at risk counseling to individual students or small groups with a focus on conflict resolution, character education push-in, therapeutic strategies and social skills building. 2. The Social Worker advises parents of the at-risk resources in the school, due-process rights as to the evaluation process and obtains a psycho-social history indicating parent's concerns. 	Small group (up to 3 students) and individual formats	At-risk services and crisis intervention is provided during the school day and as needed on a daily basis.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.

School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.

Strategies for attracting Highly Qualified Teachers (HQT)

Recruitment

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with our CFN -109 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers in their area of expertise and licensing.
- We will reach out to our CFN-109 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders, teacher peers, and Mentors support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

Retention, Assignments and Supports

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- Weekly Grade Meetings that provide teacher support through common core aligned curriculum planning, goal setting for teachers and students, shared assessment and the analysis of data...
- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.
- Participate in The ADVANCE-Teacher Effectiveness Program to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.
- Inquiry-Based Structured Professional Collaborations that will strengthen teacher instructional capacity resulting in school-wide instructional coherence and increased student achievement for all learners.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.
- Feedback to teachers accurately captures strengths, challenges and next steps using research-based, common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers.
- School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans(assignment, tenure, retention) about teachers, AP's and other staff members that lead to

improved student performance.

- School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school's common teaching framework) to the entire staff and provide training and have created a culture of mutual accountability for those expectations.

High Quality and Ongoing Professional Development

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

The Instructional Coach, Teachers and administrative cabinet will continue to attend monthly Instructional Lead team meetings, weekly grade meetings, and monthly Curriculum Professional Development sessions provided by various sources such as: Our Network CFN-109, DOE ELL Office, READY GEN, GO MATH, AUSSIE Consultants, Cluster 1, etc.. Monthly SLT meetings, monthly Parent Curriculum nights, and monthly Curriculum Professional Development sessions will continue to be available for Parents. All these collaborations, will allow us the opportunity to work collaboratively in order to effectively oversee and manage our school's improvement plan.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination for various funds have been used to ensure challenging, engaging, and intentional instruction in every classroom, teachers at PS 161 will take the following actions:

- **Teach according to the principles of effective instruction-** The gradual-release-of-responsibility model of instruction will help guide and enhance effective literacy instruction. Teachers will provide Teacher-directed, explicit instruction of literacy / math skills and strategies that involve explanation, modeling, guided practice, feedback, independent practice, and application.
- **Guide students in setting personal goals and in monitoring their progress-** Students will be guided and supported to build a strong sense of efficacy which will help them challenge themselves with difficult tasks and be intrinsically motivated. One approach for developing student self-efficacy that we will use is to have students set personal goals for their individual progress and think about what they will do to accomplish their goals. This will help increase student engagement.
- **We will provide feedback to students-** in order to emphasize the link between effort and improvement. Because it is important for students to attribute their success or failure to their effort and not luck or ability, teachers will continue to conference with students in order to track their efforts and preparation with their academic progress.
- **We will use active learning strategies-** Teachers will use techniques such as turn and talk or think-pair-share to engage students. Cooperative learning structures as described by Spencer Kagan (2010) will also help in engaging our students. Other approaches we will try are peer partners, where on-task partners check to see whether their partner is following the direction of the teacher; response partners, who are taught to "look, lean, whisper" when discussing with their partner; response cards that provide students with prepared response cards labeled true and false or a, b, c, and so on, these strategies will allow students to respond to teacher questions; and writing answers.
- **Teachers will use various instructional strategies and interactive reading techniques.** The use of Interactive reading techniques will be help engage students. Some examples are Say Something; Read, Cover, Remember, Retell; Partner Jigsaw; Two-Word; and Reverse Think-Aloud.
- **The use of questioning strategies that will make all students think and answer.** Teachers will try to ensure that students' opportunity to respond is high. Giving our students the opportunity to respond will make a positive impact on achievement because the more opportunities students have to respond or practice a skill, the better their understanding. Some of the ways we will try to increase opportunities to respond will be by making sure all students are called on, not calling on volunteers to respond, using choral response techniques, and calling on students randomly to respond. Teachers will facilitate active involvement by providing cues and prompts that lead students to correct answers, sequencing instruction so that high rates of accuracy are achieved, and questions will be asked more asking frequently.
- **We will provide students with choices whenever possible.** Managed choice is an effective way to engage students. Students should be given opportunities to choose books that interest them, and whenever possible, students will have some choice about assignments.
- **We will continue the use of processing activities-** Instructional strategies such as think-pair-share and quick writes will be ways to engage our students in lessons and have them process the content of these lessons.

- **We will select materials / tasks that are at a correct level of difficulty.** Recognizing the difficulty of doing this in a classroom of students with diverse learning needs, it still is important to do so as much as possible. We will try to match the reading levels of materials that students are asked to read with the reading levels of the students. This is not possible all the time, particularly with the new demands of the text complexity of the Common Core, but it is critical that our students are reading at their independent and instructional levels at least for part of the day.
- **We will continue to foster a culture of achievement-** A culture of achievement will continue to be fostered in all our classrooms, where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best. Our goal is to have high-quality instruction that is rigorous, aligned with standards, and uses instructional strategies to meet the needs of all students in every classroom. Clear, high, yet attainable expectations for all our students will ensure that student's feel challenged and not bored or discouraged. We believe our students need both high expectations and support for learning.
- **The entire school community will continue to build relationships with our students.** One of the strongest correlates of effective teaching is the strength of relationships teachers develop with students. When students feel valued, honored, and respected, they tend to be more engaged. Teachers will create positive classroom environments.

In order for us to support and improve student achievement, in English Language Arts (ELA) for all students, Hispanic or Latino students, students with disabilities, limited-English-proficient students, and economically disadvantaged students. We will provide these interventions to meet the needs of our student population: Listed below will be Interventions that will be provided for the Entire School, Special Education Component, Dual Language Component, Targeted Programs and services provided for the Parents.

The Whole school:

- All staff will receive professional development in the areas of lesson implementation and differentiation, scaffolding strategies, Common Core Learning Standards
- Staff will receive professional development on the IEP protocols
- At grade/faculty meetings, teachers will have opportunities to share best practices and research based intervention strategies

Special Education Personnel:

- Monthly meetings are held to further analyze student work, identify trends, monitor progress and inform next steps
- Consultant/School Staff will facilitate sharing of best practices such as Co-Planning, Co-Teaching, Differentiated Instruction and Unpacking the Common Core Learning Standards for Special Needs students to increase the teacher's tool kit of resources
- Content Area Specialists will facilitate professional development in data driven areas to improve teacher practice and therefore student outcomes
- Meetings to discuss specific case studies that will result in the amendment of action plans/IEPs

Dual Language Program

- Monthly meetings are held to further analyze student work, identify trends, monitor progress and inform next steps
- Consultant/School Staff will facilitate sharing of best practices such as Scaffolding Strategies, Differentiated Instruction and Unpacking the Common Core Learning Standards for ELLs students to increase the teacher's tool kit of resources
- Content Area Specialists will facilitate professional development in data driven areas to improve teacher practice and therefore student outcomes

Targeted Programs/ AIS Specialists:

- ELA / MATH Afterschool Program to address the needs of the our lowest one third , and pushables including students with special needs & English language Learners
- Small group instruction for extended day (Tuesdays and Wednesdays)
- AIS Specialists in Literacy and Math utilize targeted Intervention Strategies in ELA and Math
- Title III Afterschool Academy for ELLs
- SETTTS/AIS- Specific "at risk" students are serviced by our SETTTS providers and/or AIS providers

Parent Services

- Parents- Every Month Parents are provided with workshops that provide strategies to support their children (these include workshops specifically on special needs students and English language learners)
- Teachers maintain clear and open lines of communication with parents
- Principal's monthly Coffee Meetings provide parents with information on all school programs

SWP Schools Only

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.).

In order to help support our students and families transition into our school community we provide our families with “Welcome to Pre-K” sessions, these sessions are given every spring. These sessions are designed to help parents understand how 4 year olds learn, what they learn in pre-k (pre-k common core learning standards), and how to support their children’s learning at home. We also provide information about pertinent programs and procedures to help ensure that families are well versed in navigating our school community as well as any items with the NYCDOE. All families receive a monthly newsletter besides our monthly school calendar, giving them important information for the month on all the events and themes for that particular month. Families are encouraged to participate in our various Professional Development sessions provided by our Parent Coordinator, Pre-K family worker, Instructional Coach and various Community Based Organizations. The Principal also provides “Java Mondays” each month, this is a time for parents to get together with the Principal and discuss school-wide programs and initiatives, as well as any issues or concerns that any parent may have. Families are also provided with various monthly family events that take place throughout the year such as: Family Movie Night, Family Math Game Night, Literacy Day, Scrapbooking Saturday, Saturday Computer classes and Trips to various city Museums.

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.

At the beginning of the school year, a MOSOL committee was formed comprised of a cross-section of teachers representing all grades and subgroups. Through a unified consensus, we decided on the multiple assessment measures that will be used throughout the school year to gauge student progress. In addition, during weekly grade-team and Inquiry team meetings, teachers analyze data and discuss observations about student work. Through an open-forum, teams make informative decisions regarding appropriate assessments and next steps for student progress. Subsequently, Professional development is provided regarding the use and results of these agreed upon assessments to improve school-wide instruction (READY GEN, GO MATH, Foundations, Wilson, Estrellita, Fountas & Pinnell, Reading Rescue, I-Ready, etc).

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your 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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress 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;

Our 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;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers and participate in training workshops.
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, 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 and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 161
School Name Juan Ponce De Leon		

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 ESL teacher, and one parent.

Principal Eliamarie Soto	Assistant Principal Ibis Lopez / Barbara Pinos
Coach Magdelyn Noboa	Coach type here
ESL Teacher Myra Santiago	Guidance Counselor Candice Oriero
Teacher/Subject Area Kisy Garcia-Romero	Parent Cheryl Cross
Teacher/Subject Area Yvette Rodriguez	Parent Coordinator Denise Jourdan
Related Service Provider Maria Diaz	Other Giselle Quinones
Network Leader(Only if working with the LAP team) Maria Quail	Other Maritza Roman

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	498	Total number of ELLs	124	ELLs as share of total student population (%)	24.90%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)					1	1								2
Dual Language (50%:50%)	1	1	1	2	1	1								7
Freestanding ESL														
Push-In	1	1												2
Pull-out			1	1	1	1								4
Total	2	2	2	3	3	3	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	20
SIFE	1	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	4	0	4	2	0	2	0	0	0	6
Dual Language	54	1	0	20	0	0	0	0	0	74
ESL	32	0	11	12	0	3	0	0	0	44
Total	90	1	15	34	0	5	0	0	0	124

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
Spanish					4	2								6
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	4	2	0	6						

*EP=English proficient student

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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	12	12	16	8	8	18	13	19	11	14	14	16							74	87
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	12	12	16	8	8	18	13	19	11	14	14	16	0	0	0	0	0	0	74	87

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 10 Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 0 Hispanic/Latino: 88
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second 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	4	5	6	3	7	8								33
Chinese														0
Russian														0
Bengali				1	1									2
Urdu														0
Arabic				1										1
Haitian														0
French			2	1	1	1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1	1									3
TOTAL	5	5	8	7	10	9	0	0	0	0	0	0	0	44

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	3	3	3	5	5								27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	12	7	3	12	9								43
Advanced (A)	9	6	6	14	8	11								54
Total	17	21	16	20	25	25	0	0	0	0	0	0	0	124

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	6	0	0	21
4	11	8	0	0	19
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		8		2		0		21
4	11		9		0		0		20
5	12		5		0		1		18
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	3	6	3	9	1	0	0	22
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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	16	14	1	2	9	19	8
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS.161 uses Fountas and Pinnell in grades K-5 to assess the English component of the Dual Language Program. The Fountas and Pinnell benchmark assessment kits are utilized to determine independent and guided reading levels in English. The Senderos program provides an assessment program to monitor language arts literacy levels and unit assessments assist the teachers to monitor progress in the Spanish language. El Sol is an Early Childhood Literacy Assessment System, used in grades K-3 utilized to observe, record and analyze individual student behavior/response in listening, speaking, reading and writing in Spanish.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our findings from the LAB-R assessments this year indicate that our students are testing in an advanced level. The 2013 NYSESLAT assessments reveal that PS 161 continues to make strides in becoming proficient. As listed below: Beginners- 15.2 %, Intermediate - 36.1%, Advanced - 38.5% and 9.6 % have reached proficient levels. According to the report in 2013 NYSESLAT scores beginner levels decreased by 8 %, the intermediate level increased by 8%, the advanced increased by 1% and the proficient level decreased by 2%.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Data not available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 native language used?

The ELL Periodic Assessment Distribution Report will be utilized by the classroom teacher to guide individual and group instruction in the areas of Reading, Writing and Listening. The ELL Periodic Assessments are designed to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will serve as a resource to help plan individual and group instruction. The ELL Periodic assessments are aligned with New York State English as a Second Language (ESL) standards and the New York State English Language Arts standards. These patterns determine areas of need and indicate that differentiation is needed in specific areas in order to increase proficiency levels. English Proficient students in the dual language classes are assessed with EL SOL and the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. Our English Proficient students' performance on the ELE has actually surpassed our ELL students' performance. EPs and ELLs performed well on the PET Science assessment. We evaluate the success of our program by a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Teachers will use screening and formative assessment data to identify students at risk. As students are identified teachers in collaboration with administrators, instructional coach and ESL teacher will monitor and assess instruction. Data-based decision making for instruction, movement within the multi-level will be made and action plans will be formulated. Students' progress will be monitored in cycles of 6-8 weeks. Teachers will share strategies through collaborative team meetings, student work will be presented, analyzed and next steps are formed during grade-inquiry meetings. Consultants will provide support on differentiation and question and discussion techniques. After the 6-8 week cycles if student has not shown progress, instruction will be modified and differentiated to accommodate students needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers review and analyze NYSESLAT data with the ESL teacher and Instructional Coach to formulate targeted instruction for all our ELL students. Outside instructional consultants will provide support through grade team planning sessions, inquiry team meetings, professional development sessions and teacher observation feedback.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Our English-proficient students are assessed through El Sol and the ELE yearly assessments. Grade-teams analyze data with the ESL teacher and Instructional Coach to make sure adequate and appropriate instructional needs are met and formulate next steps to assure adequate yearly progress. As noted above by our data, the majority of EP students scored within the 50-75 percentile in the Native Language. In contrast, 7 more EP students scored within the 76-99 percentile, which continues to show consistent progress. According to our recent 2012-2013 school progress report our students scored 40% at a Level 1, 45% are at a Level 2, 13.5% at a Level 3, and a 1.5% at a Level 4.

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

Administrators, ESL, Instructional Coach and inquiry teams hold ongoing instructional conversations with grade teams based on student work, formative and summative data, instructional practices/ESL strategies that evaluate our Dual Language program. According to our recent 2012-2013 school progress report our ELL students made a 50.8 % adequate yearly progress. This data demonstrates that our ELL students are out performing our general-ed. and students with special needs population.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial identification process of the English Language Learner begins with the parental completion of the Home Language Survey at registration. This survey enables us to determine that a student is eligible for testing (LAB-R) when the parent indicates that another language is spoken at home. The LAB-R and/or Spanish LAB assessment is administered by our ESL certified teacher, Ms. Myra Santiago. The school secretary will provide the HLIS to the parent during the registration process and Ms. Myra Santiago will assist the parents in completing the form and make the determination of eligibility for testing. She will then administer the LAB-R and if necessary the Spanish LAB (only if Spanish was indicated on the HLIS) to the student, within 10 days of admission. The LAB-R measures language proficiency in English and is used to determine entitlement to ESL/Bilingual programs for students that speak another language other than English.
The student's LAB-R score determines whether the student is eligible for bilingual services. They are then placed within that 10 day time frame in a bilingual or ESL program according to parental choice. Ms. M. Santiago, the ESL teacher, provides the parent notification of their child's eligibility to bilingual/ESL services with the Entitlement letter for bilingual/ESL placement based on the results of the LAB-R. This letter also indicates the date of the Parent Orientation session which provides information about our Bilingual/ESL programs. The parents are shown the Parent Orientation video and given the ELL parent brochure and the Parental Survey and Program Selection form at this meeting. The parent indicates his/her choice for his child's placement in either a transitional bilingual, dual language or ESL program on the Program Selection form.
The ESL teacher also provides the following letters at the beginning of the school year: the Continued Eligibility letter, the Placement letter, the Non-Entitlement letter, and the Non-Entitlement Transition letter. The Continued Eligibility letter informs parents that as a result of their child's Spring NYSESLAT score he or she remains eligible for a bilingual or ESL program. The placement letter informs the parent of the child's placement for the entire school year due to the student's ELL status and as per the parent's choice on the Parental Survey and Program Selection form. The Non-Entitlement/Transition letter informs the parent that as a result of the Spring NYSESLAT assessment, his/her child is proficient in English and the child can transition to a monolingual class. The parent is given the opportunity to discuss their child's continued placement in a dual language on setting.
The NYSESLAT is administered every Spring to all ELL students. The Testing Coordinator and the ESL teacher collaboratively select the testing dates within the appropriate testing period. All ELL students including ELL students with IEPs and former ELLs are provided the appropriate testing accommodations.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Ms. Santiago, the ESL teacher along with the Parent Coordinator, Ms. Denise Jourdan provides parents of newcomers ELL's the opportunity to view the Parent orientation video which explains the three program choices available in NYC Public Schools. The team informs parent of these programs in the language of their choice, once they have viewed the video, Ms. Santiago further explains the program and answers any questions parents may have. We continue to provide ongoing Parent Orientations whenever new students are registered throughout the year. We also provide a Prent Information session for Dual Language Parents during the Fall, Winter and Spring of each year. We also provide a Pre-Kindergarten Parent Orientation Session for Parents in the spring in order to recruit new students for the kingergarten dual language classes. The pupil personnel secretary provides a Dual Language flyer at registration to inform the parents of new incoming students about the dual language program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
We provide assistance at each Parent Orientation Session to ensure that forms are returned at that same session. If the Parent Survey and Program Selection form are not returned, Ms. Santiago calls the parent to remind him/her to return the form/forms. Please note that Ms. Santiago informs the parents at the orientation session that if they do not return a form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. However, since we do not have Transitional Bilingual Education classes in our school, the default program is Dual Language. Parents are also informed that they can transfer their child to a school that has a transitional bilingual education class if this is the type of bilingual program that they want for their child. At this point, parents are provided with a District/City-Wide Directory of Bilingual Transitional Programs offered in other Public Schools.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After HLIS have been reviewed by Ms. Santiago, qualifying students are administered the LAB-R and Spanish LAB only if native language is Spanish. This process is done within the prescribed 10 days from the students first day of school.
5. 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.
Before the open period of administration of the NYSESLAT, Ms. Santiago, the ESL teacher, provides a training session with all teaches who will be administrating the speaking section. Teachers are provided with sample responses and a rubric. A set of score sheets and student booklets are provided to each proctor. Once the speaking section is completed, Ms. Santiago proceeds with the next sections which are listening, reading and writing. A spreadsheet is then created which is used as a checklist to assure that all sections were administered to each ELL student. Students with IEP's that have testing accommodation are grouped according to their modifications. Each proctor is provided with CD players to administer the listening section if they do not already have one in their rooms. Each section is administered and then several scorers are assigned to score the writing and transfer speaking scores onto the student answer grids.
6. 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? (Please 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? Describe specific steps underway. 
The trend in the past few years has been a 50/50 split for Dual Language and the ESL program. Please note that all parents are provided information and choice options about all three programs at registration by the secretary and at specific meetings throughout the school year. Parents who have requested bilingual programs have also been directed to the website ELLProgramTransfers@schools.nyc.gov for further clarification and procedures. During orientation meeting, parents have been explained that if there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a Transitional Bilingual Program. They are provided with any additional steps needed to accommodate their needs. A record is maintained of those students whose parents requested a Transitional Bilingual Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (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])?

The dual language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish.

The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELLS and EP-S. Fifty percent of ELLS and EP-S are integrated in one language room to ensure collaboration between English dominant and Spanish English students. Students are provided language models in the English room and for the Spanish students when in the Spanish room

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our certified dual language and bilingual special education classroom teachers as well as our English as a Second language teachers provide the mandated ESL, NLA and ELA instruction as specified in CR Part 154. The ELL students are provided the appropriate number of minutes in ESL, ELA and native language instruction. Beginner and Intermediate students receive 360 minutes (8 periods) of ESL instruction per week. Advanced students receive 180 minutes (4 periods) of ESL instruction and 180 minutes (4 periods) of ELA instruction per week. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Beginners and Intermediates. Advanced students also receive more than the required 225 minutes per week

3. Describe how the content areas are delivered in each program model. Please 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.

With the implementation of our new Common Core Literacy(READY GEN) and (GO MATH) programs, our school has had to supplement various spanish resources to accommodate our Dual Language Program. Due to the lack of spanish resources, teachers continuously meet to collaborate with each other to identify resources that will help support each programs alignment with the Common Core Learning Standards. Kdg.-5th grade, provides various scaffolding and ESL strategies to foster language development. The ELL students are provided the appropriate number of minutes in ESL, ELA and native language instruction. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Beginners and

Intermediates. Advanced students also receive more than the required 225 minutes per week. The dual language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish. The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELLS and EP-S. Fifty percent of ELLS and EP-S are integrated in one language room to ensure collaboration between English dominant and Spanish English students. Students are provided language models in the English room and for the Spanish students when in the Spanish room

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students in the dual language classes are assessed with EL SOL and the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. We evaluate their native language through a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics in order to ensure that our students are making adequate yearly progress in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English acquisition in all 4 modalities throughout the year is evaluated via periodic formative assessments and progress monitoring.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students will be provided with academic intervention according to their specific needs. Academic Intervention programs include extended day, after school programs, and ELA/MATH academy. Students will utilize the Imagine Learning internet based program which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology.

- b. Describe your plan for ELLS in US schools less than three years (newcomers).

Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLS.

Students in the dual language classes who have less than 3 years (newcomers) are provided alternate day instruction in English and Spanish. Research has shown that students show more progress when the Native language is utilized for instruction and strengthening the native language accelerates English language acquisition. Appropriate ESL strategies such as TPR, visuals and realia are utilized to motivate and engage ELL newcomers. They are also invited to attend our Title III Saturday program that will begin in January 2011.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who have completed 4 to 6 years are invited to our Title III Afterschool Academy where they will receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. At risk ELLs that have received 4 to 6 years of service are also provided with pull-out math and reading intervention by our intervention teachers.

- d. Describe your plan for long-term ELLs (completed 6+ years)

At this time, although we do not have any Long-Term ELLs, we would mandate them to stay for the extended day period on Tuesdays and Wednesdays. They would also be invited and encouraged to attend our Title III Saturday Academy where they would receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. They would also be entitled to pull-out writing and math academic intervention services during the day.

- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient)

Our former ELL students continue to be part of our school community, they continue to receive on going support through various areas such as: Academic Intervention programs which include extended day, after school programs, and ELA/MATH Prep Academy. Students will utilize the Imagine Learning internet based program which provides targeted first-language support for English Language learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology. They are also invited to attend our Title III After-school Academy which begins in January, 2014-March, 2014 for grades Kdg.-5th.

7. 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 of ELL-SWDs provide the following instructional strategies to scaffold and provide access to academic content areas and accelerate English language development: activation of prior knowledge, learning center activities, computer assisted technology, critical thinking skills, drama, extended day tutoring, flexible skill grouping, graphic organizers/thinking maps, hands

on instruction, guided reading, integration of oral and written instruction, modification of text or curriculum oral strategies, questioning techniques, reading strategies, small group instruction, spelling strategies, test-taking strategies, TPR, tutor/peer buddy, use of visuals and writing strategies. Teachers of ELL-SWDs use Journeys/Senderos leveled readers, Curious about Words (an intensive oral vocabulary instructional component of Journeys/Senderos for children with limited vocabulary in grades K through 3), an instructional card kit that contains retelling cards with context (picture and answer questions) word cards, high frequency word cards, vocabulary in context, Write in Reader (short story with questions under a section which require students to Stop, Think and Write. The native language is also utilized in bilingual/dual language.

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

As stated in question 6, our school uses the following instructional flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment: flexible skill grouping, graphic organizers/thinking, etc. We provide scheduling flexibility by allotting additional time for the ELL-SWD to complete tasks, students are placed in smaller group settings for content area instruction, and as per their IEP receive the following modifications for assessments: separate location, double time, extended time and scribing

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.

Our AIS Math Teacher provides targeted math instruction to those students that are either referred by the teacher and who scored below level as per math and reading test scores. Currently, the ELA/Math Academy provides targeted instruction in English Language Arts and Math to ELLS in grades 3, 4 & 5. We will have a Title III Saturday Academy in January 2014 that will provide targeted intervention in Spanish and English Reading to ELL students in grades K, 1 and 2.

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

The current push-in and pull-out models for ESL instruction provides content area instruction in math, science, and social studies via a thematic approach. This recommended approach (ESL through thematic units) has proven to be effective for ELLS in the acquisition of the second language, English. Students learn language through repeated exposure and interaction. Teachers and classroom resources model language structures. ESL classes that take a thematic approach ensure that language structures and vocabulary are recycled. Language is made comprehensible by multiple exposures to the same language in different contexts. Dual language students also receive content area instruction in both the native and English language on an alternating day basis. Content area instruction in the native language strengthens the ELL student's native language skills which facilitate transfer to the English language while exposing students to world cultures, geography and hands-on science experiments.

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

This year, our RTI program will continue to provide our ELLs the extra assistance they need to acquire the English language during a daily 30 minute period in the morning. We will set high but reasonable instructional expectations that provide ongoing instructional support to ensure that expectations are met. In addition, the Reading Rescue program, an early one on one tutoring program will continue to primarily provide Reading intervention to our struggling, grade one students.

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

We do not anticipate any program or service changes.

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

ELL students attend our after school programs. They participate in our after school chess club and opportunities to participate in any recreational programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our Ready Gen/Senderos Reading Program provides textbooks, leveled readers, an ELL component and an intensive oral vocabulary instruction for children with limited vocabulary in Grades K through 5, to further support our English Language Learners in DL/ESL/Bilingual Special Education/Special Education classrooms. The FOSS Science program provides booklets and manipulative to provide hands-on experiences for our ELLs. We also have purchased a plethora of books and materials from the following companies in the past and teachers continue to utilize them in the Dual Language/Bilingual Special Education/ESL classroom: Lectorum, Benchmark Education, Flame, Rigby, Santillana, National Geographic, Bebop, Hampton Brown, Attanasio and Associates, Leap Frog Schoolhouse to supplement English and native language literacy instruction.

Our school librarian will continue to place orders for Spanish books to expand our Spanish section in the library. We purchased Time content area kits in Spanish and English for the third, fourth and fifth grade dual language classes. Alfa-Rimas was also purchased in the past for the kindergarten Spanish dual language class and the first/second grade bilingual special education class. Imagine Learning software was purchased in the 2009-2010 school year with funds from a Title VII grant and in the summer of 2011 with funds from the Title I grant. We also received Spanish library books and English Picture Dictionaries from the summer 2011 Title I ELL Grant from Book Source and Pearson Longman. And as mentioned previously, we will also provide support and motivate our students with the use of technology: computers in the classroom, iPods, flip cameras, and iPads.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The ELL students in our Transitional Bilingual Education class receive 60% of instructional time in Spanish and 40% in English in the early stages of language development while reducing the native language instruction and increasing the English language instruction as English fluency increases. Native language instruction in reading and in the content areas is provided on an alternating day basis in the dual language classroom. Native language books are provided as a support in the ESL classroom.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Selected ELLs in Kdg.-5th grades will receive AIS in the areas of Reading, during the day three times per week for a 6-8 week

cycle if the students require these services. Currently grades 3, 4, and 5 students are participating in the ELA/MATH afterschool program on Tues./ Weds. from Oct. 2013-April,2014.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

New ELLs are provided with a classroom buddy to assist them as they adjust to classroom routines and assignments. Clusters and out of classroom teachers provide a modified English curriculum and utilize the classroom buddy to assist him/her while in the cluster classroom.

18. What language electives are offered to ELLs?

This does not apply to our school

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

a. Fifty percent of the time is spent in the target language for ELLs and EPs in each grade.

b. Students are integrated the entire day. Math, science and social studies are taught separately???

c. Language is taught on an alternating day basis.

d. We have self-contained dual language classes in kindergarten, grades one, two, four and five. Our third grade Dual language class consists of side by side rooms in English and Spanish.

e. Both languages are taught simultaneously.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What 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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. This year we plan to focus our professional development sessions for all teachers of ELLs on differentiation and scaffolding strategies for English Language Learners. They will continue to attend various professional development sessions provided by the DOE ELLs program as well.

2. Our instructional Coach continues to provide professional development sessions to our teachers, as well as our outside consultants who focus on Literacy and Math sessions aligned to the Common Core Learning Standards. Our CFN-109 Network provides monthly professional development sessions for our ESL and Bilingual teachers.

3 Our school guidance counselor arranges middle school visit tours that provide information to the students and parents about their prospective schools. These visits assist students and parents in selecting the school of their choice. Parents are provided a middle school workshop where information and assistance is provided in both languages. School personnel, administration and teachers also facilitate assistance to parents and students whenever questions arise about the application process or their prospective schools. ELL students that are making the transition from fifth grade to middle school will preview the middle school experience by either middle school representatives visiting our school or ELL student's visits with their class and teacher to prospective middle schools. Students are exposed to special programs that are provided within the particular middle school. Parents are provided assistance in completing the middle school application in a timely manner at a workshop provided by school personnel or on a daily basis.

4. The minimum 7.5 hours of ELL training as per Jose P. for all staff (including non-ELL teachers) will be scheduled during the staff development days with support provided by the NYCDOE.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The school offers orientation meetings, ongoing support and educational programs for our parents. We provide ongoing Parent Orientation meetings for parents of ELLS as per CR part 154. We also facilitate workshops on a variety of topics from asthma to heart disease to how to prepare children for the state/city tests. A “get acquainted breakfast” and an Open House in the fall and spring provide parents the opportunity to meet other parents, school personnel and to obtain information regarding workshops and programs offered in our school. We offer computer classes for parents, so that our parents can further assist their children as well as further their own education. School letters, flyers and calendars sent home are always written in both languages: English and Spanish. Translation is consistently provided at parent meetings, workshops and in the main office, as needed
 2. The PS 161 Parent Coordinator, the Testing Coordinator, our Literacy coach, and outside agencies (i.e.Cornell University, and Boricua College) have facilitated a variety of workshops with translations provided to all (this includes ELL parents) our parents. Some examples of the workshop topics are as follows: Asthma, Healthy Homes, Halloween Arts & Crafts, Nutrition, Domestic Violence, Fire Safety, Parent Involvement in the Dual Language Classroom, Preparing Your Child for NYS Assessments, etc. As you can see the parental involvement activities address the needs of the parents because they are providing information that parents require for their knowledge as well as for their use in their children’s education.
 - 3We evaluate the needs of the parents by listening to the parent’s requests during workshops and during school visits. We will also provide a survey to determine what are the areas that parents are interested in, so that we can target those areas via informative workshops. The Parent Coordinator schedules monthly Saturday trips for parents and their children to museums and cultural events. In addition, all parents are invited to assembly programs (including cultural events and special performances by theatre companies), the Perfect Attendance Breakfast, the Scholastic Book Fair and the PS 161 June Carnival.
 4. These parental activities provide informative workshops (i.e., asthma, heart disease, etc.) and provide exposure to cultural events that they may otherwise not have the opportunity to attend.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Juan Ponce De Leon

School DBN: 07x161

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07x161 **School Name:** Juan Ponce De Leon

Cluster: _____ **Network:** 109

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Translation needs are discussed within the School Leadership Meetings and Parent Association Meetings. We also refer to the parent language surveys to inform us of our translation needs. Surveys are also used to help us assess our translation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Most of our parent meetings are conducted in English/Spanish. All memos from the school are sent out in English/Spanish. Personnel have been identified for oral and written translation. The information gathered at these meetings is disseminated during Parent Association Meetings, Parent Workshops, the school calendar and memos sent home. The parent coordinator also assures that parents' translation needs are met.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School generated documents are sent out in the two primary languages (English and Spanish) representative of our population. School staff, such as the school secretary, the assistant principals, principal, family worker, and teachers will take turns translating letters to be sent home. Teachers will submit parent letters to be translated, these letters will first be reviewed and approved by administrators and then are passed on to one of the identified staff members that will handle the translation. This process will take no more than forty eight hours. These staff members will also translate any key information distributed at parent development workshops.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The administrative staff in conjunction with our UFT Chair, the Parent Coordinator and the Parent Association President, met to discuss issues regarding oral translations. Each person represented their constituencies. The result of this discussion was that during parent teacher conferences both formal and informal there will be an in house translator at hand to help the communication between parents and teachers. We have identified key in house personnel that will be used to translate in any and all occasions.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Through the Parents' Association, Parent Coordinator, and school staff members, translation information and interpretation services will be disseminated to any and all parents who require interpretation. During orientations and/or open houses, parents are informed of their rights to request a translator or get translated services in order to communicate effectively with any members of the Department. They are provided information in the language of preference that is indicated in their child's biographical. All school related postings will be available in the covered languages as per the regulations. The Parent Coordinator will assure that all information is displayed in its proper form and that parents are aware of their rights. The Parent Association and the Parent Coordinator assure the communication between school and home is timely and explicit. The school Counselors discuss with students key details of the Disciplinary Handbook and Parent/Student Contracts which are translated for parents to understand before they are sent home. Parents are provided with their Parents' Bill of Rights and Responsibilities to assure that they are aware of their rights. They are to sign the contract and return it to the classroom teacher. If there are any questions,

students are encouraged to have their parents come in and seek clarification.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Juan Ponce de Leon	DBN: 07X161
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers:

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: This school year, 2012-2013, our intention is to utilize the Title III funds for an after school program and a Saturday Academy that will begin in January 2013 and end in April 2013. The after school program will be operational twice weekly (Tuesdays and Wednesdays) for a total of twenty-six 1.5 hour sessions (39 hours). Approximately twenty four students in grades 3 to 5 will invited to receive instruction on Tuesdays and Wednesdays from 3:40 p.m. to 5:10 p.m. The Saturday Academy will also consist of 13 Saturday sessions from 9 to 12 p.m. for approximately 24 students. Instruction will be delivered by 2 Bilingual/ESL teachers in the afterschool program and 2 Bilingual/ESL teachers in the Saturday Academy. We will target newly arrived, holdover, potentially holdover students that failed to demonstrate progress and at risk ELL students. Specifically, the subgroups targeted will be newcomers (0-3 years), ELLs with 4 to 6 yers, former ELLs (P1 and P2) and ELL/LEP students with an IEP (Individualized Education Plan). The teachers will provide supplementary instruction in English as a Second Language (ESL) and Native Language Arts (NLA) to ELL students in grades K-3 while our grade three/four and four/five after school teachers will provide ESL.

This year instruction for students in grades K, 1, 2 and 3 will focus on providing additional support in teaching non-fiction through links in reading in the content areas of Social Studies and/or Science. Teachers in these grades will focus on a Science theme that will in turn improve writing and reading comprehension skills. Tony Stead, author of "Is that a Fact? Teaching Nonfiction Writing, explains in his book that some of the key purposes for writing nonfiction is (Based on work by Martin 1985): to describe/explain, to respond, to instruct, to persuade, to retell information about oneself, another person or past event, to explore and maintain relationships with others, and to entertain and narrate fictional narrative." Students will write about some of these key purposes which will tap into the four areas (listening, speaking, reading and writing) that are crucial to learning a second language.

Kindergarten through fifth grade teachers will utilize the plethora of books and resources we have in our school to support students' reading and writing in the content areas. Non-fiction writing will be a natural outcome of these readings. We will encourage all students to prepare a culminating project to share with classmates, parents and/or other after school classes. The students will be motivated to produce their final culminating project by incorporating art to produce vivid, imaginative and unique projects.

In addition, this year we would like to further motivate our students and involve their parents by taking them on various Saturday field trips, i.e., the Museum of Modern Art (MOMA), the Whitney Museum, the Central Park Zoo, the Hall of Science, or Liberty Science Center.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: It is our intention to utilize Ms. Rayson from the Successful Learning Group to provide professional development for the Title III Program teachers. She will provide and model strategies that the teachers can use so their students can read and write about non-fiction texts. She will provide practical ways to reinforce and extend children's nonfiction reading skills, including working with visual information such as maps and diagrams. She will demonstrate how to teach children how to utilize the Ran frames to confirm, acquire and organize information. Ms. Rayson will provide a total of two days of professional development for our teachers. She will provide this professional development in the following manner: one three hour Saturday session with all four teachers, one three hour session with two of the teachers during the Saturday class, three- two hour sessions after school and three hours during the school day. The three Title III teachers receiving PD will be paid at teacher trainee rate. Please note that we have included a secretary to perform the following duties: complete per session and trainee rate payroll for all teachers on a timely basis, prepare attendance, snack, breakfast rosters and letters to parents of the students in the Title III after school and Saturday Academy.

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: This year we will have a teacher to provide a Beginner level English as a Second language class and another teacher to provide Basic Spanish for parents on Saturdays. Both classes will take place concurrently from 9:00 a.m. to 11:00 p.m. during the months of January, February, March and April 2013. This activity will run for 13 - two hour Saturday sessions. The service providers will be two certified teachers, one Bilingual and one ESL. Some of the proposed topics to be covered by the ESL teacher as well as the SSL teacher will include greetings, asking for directions, basic grammar, calling on the phone, shopping for clothes, telling the date, visiting the doctor, etc.

The rationale for these classes is due to the fact that we have many immigrant parents that have expressed the desire to learn English. Learning the English language will provide the vehicle for them to be able to fully participate in society and that includes their children's schools. We also have parents that have expressed the desire to learn Spanish. Some of these parents have their children in the dual language classes and would like to learn Spanish in order to acquire a basic level of Spanish. Learning Spanish would facilitate a basic understanding of homework assignments. Many parents know the value

Part D: Parental Engagement Activities

of learning a second language, particularly Spanish, which is so widely spoken in the United States. Good communication between parents and teachers has many benefits. When parents and teachers share information, children learn more and parents and teachers feel more supported. The ability to speak English results in good communication. Good communication can help create positive feelings between teachers and parents. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed.

Please note that in order to inform the parents about these classes, letters and flyers (in both languages) will be sent home with students.

Part E: Budget

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

Allocation Amount: \$17348

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 	\$3914.82 After School (for students) \$3914.82 Saturday Academy (for students) \$2609.88 Saturday (Parents) \$ 822.96 \$ 742.32	13 sessions x 3 hrs x \$50.19 x 2 tchrs (39 hours) 13 sessions x 3 hrs x \$50.19 x 2 tchrs (39 hours) 13 sessions x 2 hours X \$50.19 X 2 teachers (26 hours) Teacher trainee (4 teachers X 9 hours X \$22.86) Secretary per session (1 secretary X 24 hours X \$30.93)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2000	1 consultant to provide teacher professional development
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional 	\$ 118.24	Art supplies i.e, poster boards

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$17348

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel	\$2040	4 buses and toll fees to transport students, teachers and parents
Other	\$1185.	Admission fees to museum, zoo or science center etc.
TOTAL	\$17348.	