

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

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

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

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

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

Part A: School Information	
Name of School: The Irvington P. S 86K	DBN: 32K086
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 5

of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The rationale for offering the After School ELL Academy is that small group instruction will help to strengthen targeted areas as seen in the analysis of NYSESLAT/ELA Spring 2014. The school wide focus for the 2014 - 2015 school year is: Strengthening student thinking through questioning and discussion techniques to increase participation for all learners. Based on the assessment of the NYSESLAT and ELA (Spring 2014), our ELLs struggle with reading comprehension in the areas of vocabulary in context and differentiating between important vs. unimportant details. We want to use the students' strength in listening/speaking to enrich their reading/writing by tapping into prior knowledge and increase their ability to analyze and comprehend academic vocabulary in context. All ELLs in grades 2 - 5 are invited to attend the After School ELL Academy. 70 students – 18 Beginners, 19 Intermediate and 33 Advance will be served in this program. According to AMAO Estimator Tool P.S. 86 AMAO 1 Status for 2013 -14 is 77.8%. This is 11.4% above our target. The AMAO 2 Status at 23.53% is 9.23% above target. We would like to decrease the number of students who are scoring at Advanced level for multiple years without achieving proficiency. This Academy will help us to target this subgroup while reducing our population of ELLs who fall in the category of 5 - 7 years of service. 12 students are in this category. This program will be 15 Thursdays from 2:30 - 4:00 PM. The program's tentative start date is January 8th, 2015 - April 30th, 2015. This is primarily a NYSESLAT/ELA preparation course so the language of instruction will be English with scaffolds and interventions in Spanish as needed. Title III will fund Four Bilingual or ESL certified teachers for this program. Continental's New York ELLs, published by Continental Press, will be the primary material used. Continental's New York ELLs focuses on academic content with an emphasis on reading for information. Lessons include (depending on grade level): response to graphic information, listening for academic content, audio CD, picture based story, fact-based essay and comprehension of dialogue and information. The teacher's edition includes alignment to the Learning Standards for English as a Second Language, and sample rubrics. The final unit, for grades 3 – 8, focuses on the New York State Common Core Learning Standards (CCLS) which is directly correlated to the NYS Common Core ELA test. The program will continue until 2015-16.

Success of this Academy will be measured by Data Analysis and Title III AMAOs 1 and 2 Status Estimator for the Spring 2015 administration of NYSESLAT and NYS ELA exams.

Part B: Direct Instruction Supplemental Program Information

Daily Schedule:

Student Schedule

2:30 – 3:10 Informational Close Reading

3:15 – 4:00 Fact-based essay/picture based story

Parent Schedule:

3:15 – 4:00 (with Parent

Coordinator)

Community Resources workshop

Refreshments

Part C: Professional Development

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

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

Begin description here:

Professional development is ongoing. Data is fluid and constantly changing so that if high quality, rigorous instruction is the goal, then professional development is an integral component of this program. The professional development theme is Engaging ALL students in Instruction. All teachers, and staff responsible for delivery of instruction and services to ELLs, Title III Program teachers will be involved in the following professional development sessions:

What does rigor look like?

Multiple entry points for differentiation

Differentiated tasks

Questioning and discussion techniques

Selecting high quality resources and materials

Managing small groups

Setting expectations

These PD sessions are ongoing – starting Mondays, 2:30 – 3:40 in November 2014 and continuing to June 2015.

Part D: Parental Engagement Activities

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:

The rationale for involving the parents in the After School ELL Academy is to bridge the gap between the home and school. If the home and school work together student achievement can improve. An invitation will be sent, in the home language, to the parents of all ELLs in grades 2-5 to participate in 15 sessions with the parent coordinator who will explore community resources and access to these resources. The Ridgewood Bushwick organization will send a representative who can guide the parents on issues such as food stamps, health coverage, housing (free representation for evictions) translation services, GED and ESL classes and afterschool programs for children. CAMBA is another organization that will provide legal services for immigration assistance for victims and housing/ foreclosure prevention. The Puerto Rican Family Institute will offer parenting skills training. New York Pschotherapy & Counseling Center offers stress management for parents and self-empowerment seminars for women. Parents will attend on Thursdays from 3:30 – 4:00. During this time they will also explore some strategies that will extend daily classroom learning to the home. In an effort to give parents and students access to a variety of genres and quality literature parents are able to borrow books from the school library at this time. The goal here is to help parents see the connection between the school, the community and students’ learning/achievement. These community based resources are free to all. There will be 3 cultural trips for parents at no cost to Title III. The refreshments for the parents will be at cost to Title III.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 086
School Name The Irvington		

B. Language Allocation Policy Team Composition [i](#) 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 Mabel Sarduy	Assistant Principal Tina Moschella
Coach type here	Coach type here
ESL Teacher Christine English-Marshall	Guidance Counselor Jacqueline Bautista
Teacher/Subject Area Christina Shaw/ ESL Literacy	Parent type here
Teacher/Subject Area Enriqueta Alvarez/ Bilingual	Parent Coordinator Maria Mendez
Related Service Provider Helen Amsterdam/ SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	3	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	3	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	1	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	460	Total number of ELLs	107	ELLs as share of total student population (%)	23.26%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	1	1	1	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	28
SIFE		ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	45			0			0			45
Dual Language										0
ESL	38			20			4			62

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	83	0	0	20	0	0	4	0	0	107
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	12	17	16											45
SELECT ONE														0
SELECT ONE														0
TOTAL	12	17	16	0	45									

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

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	6	3	14	19	9								55
Chinese		1												1
Russian														0
Bengali					1									1
Urdu		2												2
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
TOTAL	7	9	3	14	20	9	0	62						

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)	10	2	1	1	5	3								22
Intermediate(I)	3	5	8	7	5	1								29
Advanced (A)	6	19	10	6	10	5								56
Total	19	26	19	14	20	9	0	0	0	0	0	0	0	107

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	8	0	0	25
4	11	2	0	0	13
5	8	3	0	0	11
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	17		7		2		0		26
4	7		7		0		0		14
5	8		3		0		0		11
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	1		2		11		0		14
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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)								
Chinese Reading Test								0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 - Our school uses Fountas & Pinnell to assess the early literacy skills of our ELL students across all grades. Teachers test students a minimum of four times during the school year to determine their individual reading level (IRL). While administering the test to individual students, teachers conduct an error miscue analysis to help them identify next steps for instruction. In addition, they note fluency,

accuracy and comprehension levels and use this information to determine the individual reading level and for forming small groups. This assessment shows that our ELLs are decoding on level with their non ELL peers. However, they struggle with comprehension, fluency and writing. A closer look reveals:

Kindergarten: IRLs range from aa-B for ELLs; their overall strength is with using visual cues to decode a word but they struggle with meaning and structure cues.

1st Grade: IRLs for ELLs range from B (below level) to D (approaching grade level); non ELLs are reading on levels aa-E

2nd Grade: IRLs range from D (below level) to J (on level) for ELLs. Non ELLs are reading anywhere from below level to above (A-L) with a concentration in G/H levels (approaching grade level).

3rd Grade: IRLs range from I (below level) to P (on level) for ELLs ; non ELLs are reading from L (below level) to S (above level). ELLs show strength in using visual cues while reading but are struggling with decoding using structure and meaning cues.

4th Grade: IRLs range from below level to on level (A-Q) for ELLs and below level to approaching level (I-P) for non ELLs. ELLs show strength in using visual cues but struggle with structure (specifically dropping endings) and meaning.

5th Grade: IRLs range from A-Q for ELLs whereas their non ELL peers are reading on levels O-T; ELLs show strength in using visual (decoding) cues but struggle with meaning.

To account for this, our school's instructional plan reflects the added attention being paid to ELLs specifically. Our school is working in conjunction with the Cultural After School Adventures (CASA) Program which connects reading and writing with the arts. This program was strategically selected to serve ELLs as it builds on reading, writing and oral language skills. The program enhances English language learning by connecting reading and writing to the arts (specifically dance and visual art). A variety of skills and contexts will be introduced, allowing for opportunities for listening, speaking and student engagement. New vocabulary will be introduced and reinforced on a daily basis and written reflection will be an integral part of each workshop.

Additionally, all ELLs in grades 2-5 have been invited to participate in the Extended Day Program which will take place twice a week for an additional 45 minutes each day. These students will be our target for Inquiry, and as such, will receive tiered, small group intervention. The students are grouped by grade and NYSESLAT proficiency level. Moreover, there is a newly created "newcomer" group to meet the specific and unique needs of these ELLs through explicit instruction that includes heavy scaffolds (picture, media and technology resources). There are also three groups that will be working with the Foundations program to build early literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Twenty two students are Beginners but the majority of them are clustered in the lower grades, with a concentration in kindergarten. Twenty seven percent of our entire ELL population is Intermediate. This number is equally shared across the grades. Our greatest subgroup of ELLs is our Advanced group with 56 ELLs making up 53% of our total ELLs. Our ELLs show strength in Listening and Speaking, with a need for improvement in Reading and Writing. In 2012-13, 23.3% of students attained English language proficiency as evidenced on the NYSESLAT. In addition, a closer look at the NYSESLAT Parent Reports show indicates the following areas of need:

Kindergarten: Reading & Writing

1st Grade: Listening & Speaking

2nd Grade: Speaking & Writing

3rd Grade: Listening & Speaking

4th Grade: Listening

5th Grade: Reading & Writing

An analysis of the ELL data provided on ARIS shows the current ELL spread:

Kindergarten: 52% beginning, 16% intermediate, 32% advanced

1st Grade: 8% beginning, 19% intermediate, 73% advanced

2nd Grade: 5% beginning, 42% intermediate, 53% advanced

3rd Grade: 7% beginning, 50% intermediate, 43% advanced

4th Grade: 21% beginning, 26% intermediate, 53% advanced

5th Grade: 25% beginning, 25% intermediate, 50% advanced

School Wide: 21% beginning, 27% intermediate, 52% advanced.

Our school also administers the Citywide Performance Tasks (MOSL) and an analysis of the Pre Scores shows that in early childhood grades K-2, our ELLs outperformed their non-ELL peers on the ELA performance tasks. In grade 3 on the ELA and in grade 4 on the Science performance tasks, students scored comparable to their non-ELL peers.

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](#))

Knowing our ELLs have strength in Listening and Speaking, teachers are tasked with using it as a bridge for scaffolding instruction with Reading and Writing. Specifically, as it relates to building background and activating their prior knowledge. We established the AMAQ results as our goal for Inquiry, as shown below.

AMAQ I: Annual increases in the number of percentages of LEP/ELLs making progress in learning English (NYSESLAT progress)

AMAQ II: Annual increases in the number of percentage of LEP/ELLs attaining English language proficiency

AMAQ III: Adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics and graduation rate

Modified New York State Title-III AMAQ Targets

School Year AMAQ-I AMAQ-II

2011-2012 64.2% 13.1%

2012-2013 65.3% 13.7%

3 Ways That Students Show Progress

- Moving from one full level to the next
- 43 scale score gain overall from one year to the next over two consecutive administrations of the test
- Scoring at the intermediate level of higher the first time they ever take the NYSESLAT

We have met our AMAQ goals as per NYSESLAT. ELLs are still the focus of our inquiry work this year. The main goal being the use of Close Reading to build academic vocabulary and comprehension mastery.

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?

Not Applicable

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](#).)

RtI is an instructional model that aims at prevention and intervention through a tiered system of support. RtI is evident in the classroom through core instructional practices (tier I) and several methods and strategies for supporting ELLs (tier II), some of which includes:

- picture dictionaries, glossaries and videos to help with vocabulary and concept understanding
- differentiated tasks targeting the 4 modalities of listening, speaking, reading and writing
- manipulatives for math
- fluid grouping; heterogeneous grouping of mixed ability to work off student strengths
- interactive lessons on the SmartBoard, Power Point

RtI is a general education initiative that involves the whole school but to help meet the specific needs of our ELLs, teachers are cognizant of who their ELLs are and strategically place them in small groups for focused, scaffolded support.

We have selected assessment tools to be used school wide to identify students for tier II. In grades K-2, we are using citywide baseline performance tasks and in grades 3-5, RALLY is used for ELA and Math. Additionally, we have established that all ELLs in grades 2-5 will be targeted for Inquiry and receive small group support in Extended Day.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Scheduling reflects the required Native Language usage and supports in each program model. Based on the parent interview upon registration, ELL student educational background is investigated and program support is implemented accordingly from day one. For instance, SIFE students are given an opportunity to build early language skills through scaffold supports.

To ensure that the child's second language development is considered in instructional decisions, all ESL and bilingual classrooms have access to bilingual libraries, picture dictionaries and glossaries. Teachers consistently review NYSESLAT data to differentiate and inform instructional decisions. Teachers also update curriculum maps to include research based strategies that will aid second language development. Teachers note their students' area of weakness by modality and when applicable, use their native language to help with comprehension or to teach the skill. ELL students are targeted for Title III programs, Inquiry/Extended Day program support.

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?

Not Applicable

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

The NYSESLAT data is analyzed to identify student strengths and weaknesses. Student strengths are used as a scaffold to bridge to their weaknesses. The school periodically administers baseline and mock exams, analyzing trends to establish goals, create action plans and focus instruction. The school report card is also considered when developing target areas and subgroups. The AMAO Tool gives an even clearer idea as to whether or not the school has met its AMAO I, II and III goals. This data is used when making critical decisions about interventions, inquiry/extended day groups, professional development needs and in creating new programs.

Our school administers a Mock ELA and Math exam every six weeks and data is collected and analyzed 4 times a year on a grade level and schoolwide level. Based on the trends that are identified, instructional decisions are made to address the specific needs of students. This is evidenced by the adjustments made to curriculum maps and support materials. In addition to Mock Exams, our school also administers performance tasks schoolwide. The Math performance tasks are designed to address the critical areas in each grade. In addition to the Mock Exams for ELA, we administer two school based performance tasks and the citywide performance tasks (MOSL).

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](#).)

Students are identified for entitlement by the Home Language Identification Survey. The ESL Coordinator reviews the HLIS and determines eligibility for LAB-R testing. A bilingual certified teacher conducts the informal oral interview with the parents (when needed) during the admission process for new admits to the NYC school system. The parent coordinator and the bilingual guidance counselor will work with the ESL Coordinator to provide further native language support for parents and students during this admission process. For those parents and students who speak a language other than Spanish the translation unit is asked for assistance. The EPIC parent kit contains materials in many different languages for the orientation. For parents who speak a low incidence language, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Entitled students are tested with the LAB-R to determine placement. If they score below the cut score for the grade level then the Spanish LAB is administered to determine the student's level in the Native Language. The LAB-R assessment is administered by Christine Marshall and Christina Shaw, ESL certified teachers. The Spanish LAB is administered by Ms. E. Alvarez, Bilingual certified teacher. This admission process is completed within the first 10 days from date of new admittance. After the LAB-R scores are determined entitlement letters are sent home in the home language. The Parent Surveys and Program selection forms are copied. The Parent Coordinator stores the copies and the original copies are filed in the ELL binder in the LAB coordinator's office, room 301A. The Parent Coordinator follows up with any parents that have not responded to the Entitlement Letter with a face-to-face conversation and/or a telephone call inviting them to the parent orientation workshop. The parent coordinator follows up with phone calls (and keeps a phone log) inviting the parents, who missed the initial orientation meeting, to one on one sessions. The assistant principal in collaboration with the parent coordinator conducts the orientation session. All students are then assigned to the program they are eligible for based on their parent's selection within 10 days of admittance to the school.

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.
In order to successfully begin the school year, parents of newly entitled students are invited to attend parent orientation workshops which are facilitated by Tina Moschella, Assistant Principal and Maria Mendez, Parent Coordinator. Orientation seminars are held as needed depending on newly entitled admits. All three program choices are thoroughly explained via video and a question/answer session. Translation services are provided at the time of each session in the parents' native language. In the case of low incidence languages, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Parents are invited to bring an individual who can translate into their home language. Each parent is given language specific information contained in the regional parent kit, "EPIC." The parent coordinator follows up with phone calls (and keeps a phone log) inviting the parents who missed the initial orientation meeting, to one on one sessions. If necessary, home visits are also made. This process is completed within ten days as mandated by the state.
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 [\[see tool kit\]](#).)
As soon as the entitled students are identified, the LAB Coordinator sends the entitlement letters home in their native language. These parents are then invited to parent orientation, facilitated by the Assistant Principal and Parent Coordinator. Parent surveys and parent program selection choices are then provided. For parents who speak a low incidence language, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Students are then placed as per the parent choice. These forms are then stored in the LAB Coordinator's office, room 301A which is always locked when not in use and always accessible to administrators. In the event that a parent does not show up to the orientation, TBE is the default program chosen as per CR Part 154. Continued entitlement is determined by the NYSESLAT. Continued entitlement letters are sent out in September in the parent's native language with the student. Copies of the originals are made for tracking purposes. Also, in the event that the notices are not returned by the middle of September, a duplicate letter is mailed home in the parent's native language. If necessary, a home visit is arranged.
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.
At orientation, parents are given parent survey and program selection forms. In the case of low incidence languages, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance for orientation. Parents make their choice and the pupil accounting secretary then places kids according to parent choice. After placement parents are sent notification letters in their native language which explain placement. In the event that parents select a program that we do not currently have on the grade, there is a tracking sheet that is noted so if we ever have fifteen or more students on two contiguous grades, we will offer the program.
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.
The NYSESLAT determines continued eligibility. The RLER (ATS report) helps to identify all students who are eligible for the NYSESLAT exam. The ESL Coordinator and the Testing Coordinator meet annually in March to create a NYSESLAT testing schedule. The four components are scheduled according to the state's suggested sequence. Letters are sent home to parents in their native language, informing them of NYSESLAT testing dates to ensure that all students are in attendance for all sections that are administered. Calls are also made home. Parents are also reminded of the dates in the Parent Newsletter, on the parent bulletin board and at PTA meetings.
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. 
Prior to the last three years parent choice was predominantly ESL only program (90%) and only about 10% would have chosen TBE. Recently the trend has been towards Transitional Bilingual Programs with about 85% - 90% of the choices. This is seen by this school as a positive trend since the research shows that TBE produces the most desirable results for ELLs. Programs offered at this school are aligned with parental request in compliance with CR Part 154. The program models at our school are aligned to parent request and clearly show the change in trend from ESL only to Bilingual Transitional programs in grades K - 2nd.

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])?

1. The organizational models are as follows:

Kindergarten: TBE and ESL pull out model.

1st Grade: TBE and ESL pull out model

2nd Grade: TBE and ESL pull out/push in model

3rd Grade: ESL push in/pull out model

4th Grade: ESL push in/pull out model

5th Grade: ESL push in/pull out model

Classes are grouped heterogeneously by grade with mixed proficiency levels. Instruction is delivered in the following manner:

Teachers provide heavy scaffold support such as pictures to reinforce concept vocabulary and use technology to actively engage students (for example, SmartBoard lessons and BrainPop videos). ESL and classroom teachers use specifically designed ELL resources (for example ELL readers, native language books, glossaries and Spanish math books) to work with ELLs in small groups. Additionally, teachers create a language objective for each lesson to target either an oral or written skill. Students are also given differentiated tasks to target specific areas of needs.

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)?

Bilingual certified teachers are in the lower grades, K-2, where parent choice is TBE. One dual certified ESL/Common Branch teacher strategically placed in 4th grade. There is another dual certified ESL/Common Branch literacy cluster K-5th and one ESL certified teacher who services grades 2-5. All ESL/bilingual teachers incorporate ESL strategies/scaffolds throughout their lesson plans. The differentiation of instruction provides students with an opportunity to be supported with rich scaffolding of content. In the kindergarten TBE program math, social studies and science are taught in Spanish for 90 mins. daily. In 1st grade TBE Spanish is taught for 50 minutes during science and/or social studies daily. Following math lessons, there is a Spanish summary. Our rationale for this being that 82% of the students are advanced as per NYSESLAT. In the 2nd grade TBE program social studies and science are taught in Spanish for 50 mins. daily. Content Area subjects are taught by out of classroom teachers as well as classroom

teachers. All programs adhere to the mandated number of units as per CR Part 154 (360 minutes of instruction for beginner and intermediate students; 180 minutes of ESL instruction and 180 minutes of ELA instruction for advanced level students). Two certified ESL teachers service all ELLs not in self-contained classrooms through a push-in/pull-out program.

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.

3. The science and social studies curriculum follows the New York City Scope and Sequence. Our school uses the FOSS program which uses hands on projects and experiments to teach the content and academic vocabulary. The science cluster has made revisions to the FOSS program to better meet the needs of ELLs of all levels. She helps build understanding through videos and SmartBoard/Power Point lessons. In addition, she also creates picture vocabulary cards to reinforce new academic vocabulary and differentiated worksheets for each lesson. Students are actively engaged in the lessons and respond to turn and talks, exit slips and other informal assessments that encourage language use.

Our school uses the Houghton Mifflin Harcourt Program in grades K-3 and 5 and in grade 4, the Scott Foresman Program is used. The social studies cluster and classroom teachers supplement instruction with trade books, videos and interactive lessons on the SmartBoard.

In the kindergarten TBE class, math, science and social studies instruction is delivered in Spanish. In first and second grade TBE classes the teachers deliver instruction in science and/or social studies in Spanish daily. They offer summaries in the other subjects in Spanish to facilitate learning and understanding. In first grade the teachers use a Spanish kit of resources and online resources to help supplement the material. In kindergarten and second grade, the teachers use teacher made materials and other outside resources to complement the textbooks.

Work is being done through Inquiry to continue to align both to the Common Core State Standards and curriculum maps. Writing within the content areas is also emphasized, as well as differentiation within small group instruction. There is a strong emphasis on developing academic vocabulary, summarizing content and close reading strategies. Students are given content based performance tasks.

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

In the past, as needed, we evaluated ELLs enrolled in the bilingual program using the Spanish Fountas & Pinnell kit. This year, the TBE classes (k-2) will administer the Spanish Fountas & Pinnell kit periodically.

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

Teachers use their conferring notes, accountable talk and formal/informal observations and exit slips on a daily basis. At the start of every month they give an on demand writing assignment to track their students progress throughout the four modalities. Additionally, the Saturday ELL Academy tailors the instruction to their NYSESLAT strengths and weaknesses. The program runs from February into May during which time, teachers will be assessing students informally on a weekly basis. A benchmark assessment will be given at the start and end of the program to help teachers evaluate students' growth in each of the four modalities.

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).

6. Our 107 ELLs consist of the following subgroups; 83 newcomers 0-3 years and 20 4-6 years. There are 4 long term ELLs having completed 6 years of services. Instruction is differentiated for ELL subgroups in the following manner:

- a. SIFE students have been identified this school year as per Department of Education guidelines.

The instructional plan for these students is as follows:

- Pushing in to primary grade literacy block in order to build a deep foundation
- Peer partnering
- Close reading aligned to the Common Core State Standards
- Extended Day newcomer group where instruction is primarily in Spanish in an effort to build upon their Native Language

skills

- Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
- Inquiry/Extended Day Program (Monday-Tuesday)
- Ongoing data collection and analysis through formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)

- Native Language Arts instruction through a certified bilingual teacher (in primary grades)
 - Ongoing data collection and analysis through formal and informal assessment (RALLY mock exams, NYC Performance Task, Reading Street baseline and end of unit benchmarks, GO MATH unit tests, daily/weekly conferring, running records, quizzes, and portfolios)
 - Parent Workshops and ESL classes
- b. Newcomers (Less than 3 years): 83 newcomers have been identified. The instructional plan for these students is as follows:
- Intensive English Language development during literacy block
 - Title III supplementary programs (Saturday ELL Academy)
 - Peer Partnering
 - Close reading aligned to the Common Core State Standards
 - Parent Workshops/ESL classes
 - Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
 - Inquiry/Extended Day Program (Monday-Tuesday)
 - Ongoing data collection and analysis via formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)
 - Native Language Arts instruction through a certified bilingual teacher (if in TBE class)
 - Leveled libraries as well as Native language libraries
- c. ELLs receiving instruction for 4-6 years: 20 students have been identified. The instructional plan for these students is as follows:
- Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)
 - Using data to drive instruction
 - ESL push-in to support classroom curriculum
 - Ongoing data collection and analysis through formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)
 - Inquiry/Extended Day Program (Monday-Tuesday)
- d. Long Term ELLs: 4 students have been identified. The instructional plan for these students is as follows:
- Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
 - Individual Instructional Intervention Plans
 - Using data to drive instruction
 - ESL push-in to support classroom curriculum
 - Ongoing data collection and analysis via formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)
 - Inquiry/Extended Day Program (Monday-Tuesday)
- e. 50 ELLs have been identified as being eligible for continuing transitional support after achieving proficiency on the NYSESLAT. The instruction plan for these students is as follows.
- Push-In ESL teacher support
 - Examination of NYSESLAT modality results to identify areas that could still use improvement
 - Inquiry/Extended Day Instruction (if ELA scores fall in bottom third for school)
 - Continued use of testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)
 - Additional literacy support through scaffold supports (for example: technology, native language texts, picture glossaries).
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?
Special Needs: 28 students have been identified. The instructional plan for these students is as follows:
- Regular review of student's IEP to examine language goals
 - Small group and individual instruction
 - Collaboration between ICT, General Education, Special Education, and English as a Second Language teachers
 - Using data to drive instruction
 - Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
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?

The IEP team meets regularly to review IEPs, evaluate placement, student progress and instruction. This team consists of a school psychologist, IEP teacher, SETTS, classroom, ESL, related service providers and social worker. They consider the least restrictive setting when they evaluate the IEP. IEP/ ELL students are sometimes mainstreamed into monolingual/general education classes with a certified ESL teacher where possible. This is based on data and student progress.

The school meets the diverse needs of ELL - SWDs by making sure that all students are taught with high standards and that rigor is maintained using ESL strategies in a push in/pull out model. All ELLs are serviced by ESL/Bilingual certified teachers. Teachers meet for planning and articulation during the inquiry team meetings and common preps. All ELLs receive curricula materials aligned to CCLS for the grade levels. ESL strategies and methodologies are implemented to guide the instruction.

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:	Spanish			
Social Studies:	Spanish			
Math:	English			
Science:	Spanish & English			

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

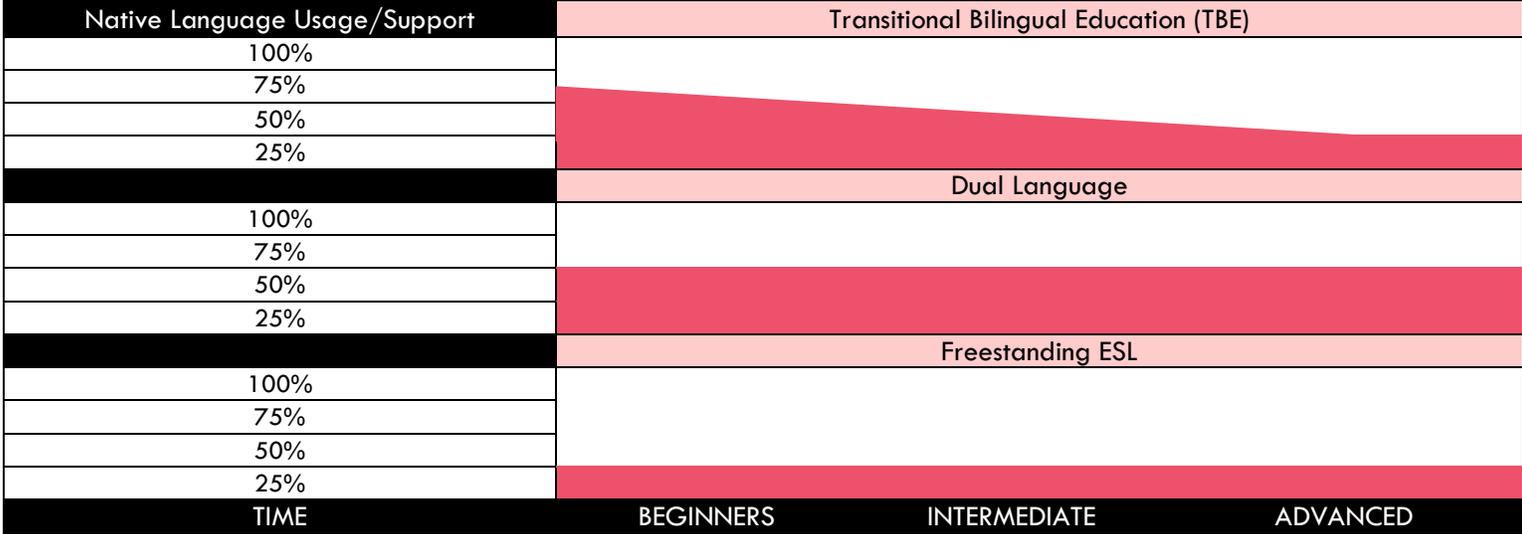
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

All ELLs in second through fifth grade are being targeted for Extended Day/Inquiry Program. Our extended day program now includes a newcomer group for ELLs who entered the NYC Public School System less than two years ago in grades 3-5. This group is being taught by a bilingual certified teacher. The language of instruction for this group will be Spanish. There are also two groups designed to build early literacy foundation skills. These groups are taught in English and will be using the Foundations program for instruction.

Additionally all ELLs who scored in the bottom third on the Spring 2013 ELA exam will be targeted for tier I and II services. The fourth grade ELLs are receiving additional science instruction from the Science Cluster, with an extra 150 minutes a week. Her focus for this year will be exposing students to mock exams, rich academic concept vocabulary development and hands on experiments. In preparation for the upcoming exam, the third grade ELLs also receive additional science instruction from the Science Cluster, with two periods (100 minutes) a week. Additionally, the Title III Saturday Academy will focus on NYSESLAT, Common Core ELA and Math strategies to adequately prepare students. The Saturday Academy classes will be taught in English.

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

Progress monitoring of ELLs is tracked through State Science, ELA and Math scores in addition to NYSESLAT scores. On the Spring 2012-13 State Science Exam, 78% of ELLs who took the exam scored on grade level with a level 3. Only one student scored a level 1. The AMAO Tool informs us that for the 2012-13 school year, we surpassed our AMAO I goal of 65.3% by 8.4%. Moreover, our AMAO II target of 13.7% was exceeded as well by 6.79%. We expect to continue with this trend of not only meeting but exceeding our NYS Title III AMAO Targets. However, result on the Spring 2012-13 ELA and Math State Exams indicate that we have to strategically target ELLs for Common Core instructional strategies. ELLs performed as follows for each grade:

3rd ELA: 32% scored a level 2; 68% scored a level 1

4th ELA: 6.6% scored a level 4; 6.6 scored a level 3; 40% scored a level 2; 47% scored a level 1

3rd MATH: 8% scored a level 3; 27% scored a level 2; 65% scored a level 1

4th MATH: 50% scored a level 2; 50% scored a level 1

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

There has been a shift in our focus for Inquiry, with all ELLs in grades 2-5 being included in the Extended Day Program. Additionally, we are focusing on students who scored within the bottom third on the Spring 2013 ELA, former ELLs included. A newcomer group has been created to meet the unique needs of ELLs who come in with limited first language skills. Our Saturday ELL Academy (funded by Title III) will include Math and ELA Common Core instruction for all ELLs and their parents. We have added Go Math! to our program because it is more aligned to the Common Core State Standards.

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

The school will discontinue use of the Empire State NYSESLAT ESL/ELL preparation books unless the content is updated to reflect the new Common Core State Standards and the new NYSESLAT. We have cut Everyday Math from our program because it does not thoroughly reflect the Math Common Core State Standards.

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

Our school motto is that, "All students can learn and exceed the standards." With this philosophy in mind, we invite ELLs to participate in all programs that the school offers. Our school offers the following programs for students:

- Extended Day Program: all ELLs in grades K-2 were invited to participate in the program:
 - o Newcomer group: only open to ELLs entering the NYC Public School System in the last two years
 - o Foundation groups: includes ELLs in first and third grade who have been identified as needing early literacy foundational skills
 - o ELL vertical groups: established for grades 2-5; grouped by grade and NYSESLAT level
 - o Music Enrichment: open to all students who show an interest in playing a musical instrument/singing
 - o Dance Enrichment: open to all students who show an interest in learning dance performance styles

- Cultural After School Adventures Program (CASA): strategically selected to serve ELLs as it builds on reading, writing and

oral language skills. The program enhances English language learning by connecting reading and writing to the arts (specifically dance and visual art). A variety of skills and contexts will be introduced, allowing for opportunities for listening, speaking and student engagement. New vocabulary will be introduced and reinforced on a daily basis and written reflection will be an integral part of each workshop.

There is also a Saturday supplemental program for ELLs to help prepare them for the NYSESLAT, Math and ELA exams. All programs focus on increasing fluency, academic vocabulary, comprehension and mathematical concepts in order to increase achievement on state assessments.

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

Bilingual glossaries are afforded to ELLs for support. In addition, each classroom is set up with a library of leveled fiction and nonfiction books for students to develop independent reading skills. The libraries also include multicultural books, dual language stories and Spanish books. Moreover, all students have been registered with a Ticket to Read online account. Ticket to Read helps to build phonics, fluency, vocabulary, and comprehension by offering multiple reading levels with hundreds of reading passages and activities. The program also develops early reading skills with phonics games and includes support for native Spanish-speaking students.

Our school uses the Reading Street Program across all grades. The program includes Spanish readers and online/print materials in Spanish for students.

Curriculum maps are updated to reflect teacher resources. All classrooms have access to laptop carts and a SmartBoard is available in 95% of all classrooms, with a mobile SmartBoard set up in the library for classroom and cluster teachers to use. Go Math has an ELL component to help reach all ELLs. Teacher teams have worked to modify the Reading Street Guided Reading Program so it is aligned to the Common Core State Standards.

The science cluster has made revisions to the FOSS program to better meet the needs of ELLs of all levels. She helps build understanding through videos and SmartBoard/Power Point lessons. In addition, she also creates picture vocabulary cards to reinforce new academic vocabulary and differentiated worksheets for each lesson. Students are actively engaged in the lessons and respond to turn and talks, exit slips and other informal assessments that encourage language use. Likewise, the Social Studies Cluster has adapted the Houghton Mifflin Harcourt Program (K-3, 5) and the Scott Foresman Program (grade 4). Both programs are supplemented with trade books, videos and interactive SmartBoard lessons.

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

Every bilingual class is taught by a bilingual certified classroom teacher. Each ESL classroom has a bilingual library. Teachers employ the use of cognates (when possible) and have a visible cognate word wall. They tap into their students' first language (and where the teacher speaks the first language, prior background knowledge is elicited in their first language). Guided Reading Books from Reading Street are available in Spanish and students can listen to select stories online in Spanish.

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

All services and supports correspond to the students' age and are grade level appropriate. To meet AYP standards, lessons are aligned to the Common Core Standards and are grade level appropriate. Teachers provide scaffold support and differentiate tasks to correspond to the ELL students' ages and grade levels.

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.

Parents of incoming kindergarten students are invited to visit the school in the Spring prior to their child beginning in September. At this time, parents and their children sit in on a lesson and rotate to the different classrooms. Afterwards there is an orientation with the parent coordinator, followed by a question and answer session. This is done to assist newly enrolled students to meet expectations for the year as set by the Common Core State Standards.

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

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. Professional development is a continuous process of examination and improvement of practice in this building. ELL training is given to all staff (this includes paraprofessionals, guidance counselors, special education teachers, psychologist, OT/PT, speech therapist, secretaries, parent coordinator). These sessions are provided through in-house training sessions such as cross grade and cross subject planning and through workshops attended outside of the school. The PD plan includes the following: on going modeling by certified ESL teachers, faculty/grade conferences, ELL monthly institute, intense teacher institute for ESL and/or bilingual certification, student research based on inquiry team work, Aussie consultant on performance tasks, and P.D. offerings from OELL.

All ELL personnel are given professional development through the following forums of delivery:

- Faculty Conferences
- Grade Conferences
- Common Planning
- Grade Level Professional Development
- Intervistations
- Logs of Assistance
- Inquiry Teacher Team Meetings
- Math and ELA Teacher Teams
- Response to Intervention Team
- Positive Behavior Intervention Strategies (PBIS) Committee
- Therapeutic Interventions
- In House Consultants
- Outside Professional Development
- Outside Professional Development
- Parents as Partners

2. The professional development is differentiated based on need, experience, program and current student data. Teachers are polled for their professional development needs which are then assessed by the administrators. PD is then organized based on formal/informal observations and teachers' personal need. This year's professional development will focus on teaching academic vocabulary using close reading, read alouds and guided reading small group, text complexity, incorporating NYSESLAT throughout the entire curriculum and high quality questioning techniques.

The following is a sampling of professional development sessions that our school will be providing for ELL teachers to support their students as they engage in the Common Core Learning Standards:

- Strategies to Promote Student Engagement & Discussion (Domain 2 and 3)
- Writing Units of Student Aligned with CCLS
- Selecting "Close" Reading for Instruction
- Vertical PD: Norming of the Rubrics for NYC ELA Measures

3. To support staff to assist ELLs as they transition from one school level to another the guidance counselor gives an orientation to the fifth grade students about all programs offered at junior high schools including ESL services and related language programs. All fifth grade classes take a trip to a nearby middle school, with the guidance counselor accompanying them. There, the students and staff at the middle school give a presentation in English (with the guidance counselor available for Spanish translations) and allow for a question and answer session. Following the trip to the middle school, students receive a special invitation to return on an upcoming weekend with their parents. During this time, they are given a tour of the school and are given additional information about the programs and activities the school offers. The process for taking a test and being interviewed for admission is also explained at this time. Parents are invited to come in to the school and meet with our guidance counselor or the parent coordinator with any questions or

concerns they may have. Also, students are invited to meet with the guidance counselor if they have any specific questions about programs that they may be interested in. The parent coordinator offers workshop that are geared toward helping parents navigate the school system after elementary school. The students and parents are given a few weeks to complete the middle school application indicating which schools they are interested in attending.

4. Training is delivered during faculty conferences, inquiry team meetings and grade meetings. Records are maintained and tracked through attendance sheets and agendas. ELL training is given to all staff (including teachers who hold ESL or bilingual licenses). This is provided through in house training sessions such as cross grade and cross subject planning and monthly turn key training. All staff receives a minimum of 7.5 hours of ELL training, with special education teachers receiving a minimum of 10 hours.

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 following is offered and implemented in an effort to increase parental involvement:
 - Saturday ELL Academy: Parents of ELL students will be invited to join their child's class. The teacher instructs in English. There they may play instructional games aimed at building oral language or listen to stories read aloud and respond to leveled, higher order thinking questions. Afterwards, they are encouraged to attend an hour long ESL class designed especially for them. A bilingual certified teacher carries out instruction in English and Spanish.
 - Adult ESL Program: Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English.
 - Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. The meetings are always conducted in both English and Spanish.
 - Monthly Newsletters: Notices are sent home in the parents' native language informing parents of upcoming school events, workshops and highlights from the past month.
 - Themed Parent Workshops: Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. The parent coordinator conducts the workshops in conjunction with teachers and other staff. The presentations are all offered in English with Spanish translations. Throughout the school year, the following themed workshops will be made available for parents to attend:
 - a. "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5
 - b. Health Workshops
 - c. Fatherhood Workshops
 - d. Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies
 - Family Literacy Night: Families of students in kindergarten through 2nd grade will be invited to participate in a Family Literacy Night where free books, tote bags and parent resources will be distributed. Each workshop session is conducted by two teachers, one speaking in English and the other in Spanish.
 - Positive Behavior Intervention System (PBIS): Parents will receive monthly school newsletters (in their native language) explaining the purpose and implementation of this initiative. Families will be encouraged to reinforce the same values and character traits highlighted each month at home, so as to help students establish successful work habits and positive relationships with others.
 - School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. The meeting is held in English with the parent coordinator present to translate into Spanish.
 - Special Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. The assemblies are presented in English and Spanish.
 - Global Connect: Parents receive automatic notification in their native language through this system about their child's attendance and updates and notices about upcoming school events.
 - School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and an Art Show/Performance (culminating CASA event). Each event will be in English with Spanish translation.
 2. This school year, on Tuesday and Thursday evenings, our school is being used by the Office of Adult Education Programs for the teaching of English as a second language classes and GED classes to all parents.

Also, on Monday through Friday, 2:40pm until 6:30pm Ridgewood Bushwick Senior Citizens Council, Inc. offers afterschool in the building for all students. Many ELLs are involved in the program. The OST Program has an ongoing partnership with Cornell University to provide fitness workshops for students and their parents. Three times a year, they hold parent/child meetings to communicate the OST program policy and procedures. Meetings include discussion on programs' descriptions, policies, procedures, goals, activity schedule, staffing patterns and rules of conduct. Furthermore, there are several parent engagement activities that the OST Program offers to ensure that parents have the opportunity to participate and become involved in their child's achievement. Parents are invited to "back to school" events, award ceremonies, holiday dinners, parent meetings and workshops throughout the year. A special workshop is offered to parents of students in the fourth and/or fifth grades to help inform and assist them with the middle school application process. Also, parent orientations and parent surveys are other methods that they use to provide services to parents.

Moreover, there is an open door policy encouraging parents to come in and speak with the program director or any other staff about any questions or concerns that they may have.
 3. To help evaluate the needs of our parents, administration reviews the feedback from the annual parent surveys and then creates a plan for addressing their issues and concerns. After each workshop that is held, parents are encouraged to fill out an evaluation form. The feedback is reviewed and changes for future workshops/sessions are determined. Our parent coordinator invites parents to share any

questions or concerns they may have at any point throughout the school year (whether at a PTA meeting or on an individual basis). She records all issues and goes to the principal with the parents' concerns. Parents are also encouraged to communicate directly with the teachers via written correspondence, requested meetings or at parent teacher conferences. Teachers will address the parents' concerns themselves and/or bring the issue to the attention of the principal and other administration. The SLT is also a forum where parents are invited to voice any concerns they or other parents in the PTA may have. Any issues brought up at these meetings are recorded by the secretary and the principal will delegate someone to take the necessary steps to follow up with. At the following meeting, the issue will be included in the agenda to be revisited and noted whether or not it was properly addressed.

4. The ESL classes will help to give parents the language so they feel more comfortable when they have to communicate with the school. The Common Core Road Maps are available in all languages. The parent coordinator offers weekly workshops which inform the parents about these new standards. Workshops are created based on the specific needs of the parents, as identified through their feedback on evaluations or by questions/concerns they bring to the attention of the teachers, parent coordinator or administration.

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: <u>PS 86K The Irvington</u>		School DBN: <u>32K86</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mabel Sarduy	Principal		10/22/13
Tina Moschella	Assistant Principal		10/22/13
Maria Mendez	Parent Coordinator		10/22/13
Christine English-Marshall	ESL Teacher		10/22/13
Martina Osorio	Parent		10/22/13
Christina Shaw/ESL Literacy	Teacher/Subject Area		10/22/13
Enriqueta Alvarez/Bilingual	Teacher/Subject Area		10/22/13
	Coach		1/1/01
	Coach		1/1/01
Jacqueline Bautista	Guidance Counselor		10/22/13
	Network Leader		1/1/01
Helen Amsterdam	Other <u>SETTS</u>		10/22/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

32K086

School Name:

THE IRVINGTON

Principal:

DR. TINA MOSCHELLA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

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- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 32K086
School Type: Public Grades Served: K-5
School Address: 220 Irving Ave
Phone Number: 718-574-0252 Fax: 718-919-1839
School Contact Person: Christina Shaw Email Address: cshaw5@schools.nyc.gov
Principal: Tina Moschella
UFT Chapter Leader: Jenifer Pace
Parents' Association President: Karen Sukhu
SLT Chairperson: Sugeri Candia
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Ave, Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 718-935-4334 Network Leader: Daisy Concepcion

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Tina Moschella	*Principal or Designee	
Catherine Rivera	*UFT Chapter Leader or Designee	
Karen Sukhu	*PA/PTA President or Designated Co-President	
Racheal Trossi	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ridgewood, Bushwick Out of School Program	CBO Representative, if applicable	
Nicole Giannone	Member/ Secretary	
Kerstin Kobetitsch	Member/ Financial Officer	
Lucia Saenz	Member/ Parent & Chairperson	
Sugeri Candia	Member/ Parent	
Margerita Nava	Member/ Parent	
Jeaneth Cevallos	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school community is diverse with unique characteristics and needs. The student body is 90% Hispanic, 4% Asian, 1% Black and 1% White. Of our 433 enrolled students, 28% are English Language Learners (ELLs) and 17% are students with special needs. Student attendance is high at 95% and teacher attendance is 96% (as of the 2013-14 school year). 95.8% of students qualify for free lunch.

Our mission at P.S. 86 is to create within students the abilities and self-confidence essential to the development of high academic skills by using enrichment/intervention strategies along with differentiation of instruction for all learners. We seek to provide a challenging curriculum with flexibility to meet the needs of each student by using informal and formal assessments throughout the year. We firmly believe that all students can and will learn. We encourage students to take responsibility for their learning, while enlisting the collaborative efforts of peers, parents, teachers and non-teaching staff and community leaders. This joint effort will inspire excellent achievement for all. P.S. 86 models itself as a school community where all students will meet and exceed the standards. The parents, staff and students will share in the process necessary to make students life-long learners and productive members of society.

We are a well-organized, school-based-management oriented school. Our first priority is to meet the various needs of our diverse population of students. We have several afterschool programs to enrich our students' academic achievement. Amongst these is the COMPASS Out of School Program (OST) which runs Monday through Friday from 2:20-5:15 pm. The program's goals are fivefold:

- To foster social and emotional competencies and physical well-being
- To provide opportunities for youth to explore their interests and creativity
- To build skills that support academic achievement
- To cultivate youth leadership and community engagement
- To engage parents and other caretakers to support the above goals

The overall design of the COMPASS OST program is to focus on creating a comprehensive program that strived to build the critical cognitive, social, emotional, physical and moral competencies necessary for youth to succeed in school and in life. Within the context of a year round program that is designed to operate after school, during school breaks and in the summer months, the COMPASS OST program will build upon youth's strengths by providing an atmosphere that is safe, healthy and nurturing that will inspire, motivate and cultivate a culture of learning that will aide youth in achieving their goals. The program is firmly grounded in the principles of youth development and will assist youth in making responsible decisions, form strong bonds with staff and demonstrate concern and care for others while responding to situations in an effective manner.

Our school will continue its partnership with the Cultural After School Adventures (CASA) Program. This year the focus will shift from visual arts and dance to theatre production. Moreover, beginning in January, our dance teacher will be collaborating with resident artists to provide "Ballroom Basics" for ELL students in the upper grades. We also have long standing partnerships with the Boy Scouts of America, Hispanic Family Service, the Brooklyn District Attorney's office, Ridgewood-Bushwick Senior Center and NYS Mentoring, After School Corporation.

Our school's academic program was rated "Excellent" in terms of "how interesting and challenging" the curriculum is and "Good" for the effectiveness of teaching and learning following our Quality Review. We saw growth in many areas following our efforts to improve student scores and performance on city and state exams. For instance, students with special needs showed "Excellent" improvement on the State Math exam test compared to other students who scored at the same level last year (as assessed by our Quality Review). By the same measure, our lowest performing students showed "Good" improvement. On the State English test, compared to other students who scored at the same level the previous year, English Language Learners (ELLs) and our lowest performing students showed "Good" gains or improvement. Also, our movement of students with special needs to less restrictive environments was "Excellent" as well.

As part of a new initiative, a special committee was formed last Spring comprised of classroom teachers, out of classroom personnel and administration to address the specific needs of our school instructional staff. Teachers and paraprofessionals were given a "Needs Assessment Survey" to complete. There, they identified a range of concerns and challenges that they wished to receive professional development on. From there, the professional development committee met to design workshops that addressed these needs. Every Monday afternoon, teachers and paras meet to engage in interactive work and discussion on the established topic. Some topics include:

- Multiple Entry Points in Reading
- Multiple Entry Points in Writing
- Multiple Entry Points in Math
- What Does Rigor Look Like?
- Creating Various DOK Leveled Questions
- Facilitating Student Discussion
- Creating Activities & Task Cards for Use in the Classroom
- Strategies for ELLs and Former ELLs
- How to Engage ALL Learners
- Special Education Strategies and Techniques
- Policies and Procedures For Dealing With Behaviors That Interfere With Instruction

Teachers and paras are working collaboratively to plan in grade teams on Tuesday afternoons. They use the time to develop units of study, revise performance tasks so they are more rigorous across the DOK levels and discuss next steps for reaching Inquiry targets.

Some of our strengths and accomplishments as a school (as noted on our Quality Review report) include:

- Having "rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards"
- Using "curricula-aligned assessment practices that inform instruction"
- Establishing "structures for positive learning environment, inclusive culture and student success"
- Incorporating "school-level theory of action and goals shared by the school community"
- Fostering "a culture of learning that communicates high expectations with supports"

An area of focus that was identified was utilizing "research-based effective instruction that yields high quality student work." To address this need, our Core Inquiry Team is working to identify effective strategies that may have worked in the past to share with teacher teams. Also, they are researching new strategies and approaches that teachers can explore to help them target specific student needs and help students produce high quality work in all grades.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our 2013-14 Quality Review evaluation, in assessing Indicator 1.1, determined that our “school leaders and staff ensure that curricula are aligned to Common Core Learning Standards (CCLS) in all subject areas resulting in accessible, engaging and rigorous learning for all students,” giving us a “Well Developed” mark in this area. In continuing our efforts to have customized, inclusive and motivating instruction that is aligned to the Common Core Standards, our administration and staff has set high standards for every classroom where all students are expected to be actively engaged in ambitious intellectual activity that will develop their critical thinking skills. We also received a “Well Developed” mark for we “have established a culture for learning that communicated high expectations for all and provides families with the support to achieve those expectations.” (QR Indicator 3.4)

Teacher teams met with school administrators to review past unit plans (units of study and performance tasks) with the objective of identifying challenges and areas in need of improvement. Following these meetings, teachers met with their teacher team to establish next steps for revision. Our Quality Review Report noted that we do an “Excellent” job of ensuring that our curriculum is “interesting and challenging” and that as a school, we are “Excellent” at assessing what students are learning. Still, we received a “Good” rating for effectiveness of teaching and learning. With this in mind, we reviewed our unit plans with the lens of wanting to make sure they are customized, inclusive, motivating and aligned to the Common Core Standards. It was determined that technology and art components were largely being excluded from these plans and that a greater effort should be made to include both across all grades. Rubrics and tasks are being analyzed to ensure that these standards are being addressed on all grade levels.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will engage in collaborative sessions to develop interdisciplinary unit plans that include technology and the arts. Implementation will be evidenced by teacher observations, engagement of students in cross-curricular tasks, academic discussion and quality of student work products. QR 4.2/DTSDE 3.4

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research Based Programs, Systems and/or Structures & Professional Development: <ul style="list-style-type: none"> • Monday professional development sessions include the 	Teachers and paraprofessional staff	Sept-June	Administration, Professional Development Committee

<p>following workshops:</p> <ul style="list-style-type: none"> --Multiple Entry Points in Reading --Multiple Entry Points in Writing --What Does Rigor Look Like --Creating Various DOK Leveled Questions --Facilitating Academic Student Discussion --Creating Activities & Task Cards for Use in the Classroom --Strategies for ELLs and Former ELLs --How to Engage All Learners --Using Go Math Technology --Using the SmartBoard to Create Engaging Lessons: Beginner --Using the SmartBoard to Create Engaging Lessons: Intermediate <ul style="list-style-type: none"> • Team Planning: Teachers meet on a regular basis to design and revise unit plans so they are connected to the content areas and incorporate technology and the arts. Grade teams use their common preps and Tuesday professional time to continue this work. • Targeted Professional Development: Our Professional Development Committee is designing workshops in response to a "Needs Assessment Survey" that was completed by all teachers last Spring. The committee continues to request feedback (surveys) from teachers and paraprofessionals after each session to help them develop new workshops and consider what topics should to be addressed, and in what priority order. • State of the Art Dance Studio: Construction is currently underway to renovate a classroom into a state of the art dance studio. Once completed, the studio will be equipped with a SmartBoard, laptops, full length wall mirrors and a ballet bar. Students in grades K-5 will use the room to study different dance styles and practice new choreography. 			
<p>Strategies to Address the Needs of High Need Subgroups:</p> <ul style="list-style-type: none"> • Inclusive, Collaborative Planning: Teachers will work with out of classroom personnel, such as the SETTS provider and the ESL service providers, while planning the interdisciplinary unit plans. These individuals will help identify multiple entry points for ELLs and special education students. Additionally, they will push in and pull out to provide supports for the students in these subgroups. • Targeted PD: Our SETTS provider will host a workshop series for ICT teachers (on one on) on how to write quality IEPs. During this time, she will meet with the teachers and review the components of the IEP and get help them determine appropriately challenging goals and discuss how to get the students to obtain them. • Scaffold Supports: To ensure that all students, including our ELLs, IEP and low performing general education 	<p>ELLs, SWDs, bottom third</p>	<p>Sept-June</p>	<p>Administration, Grade Leaders</p>

<p>students, are benefitting from instruction, the lessons will include motivational/engagement components throughout the unit of study. Technology will be utilized as a scaffold support, with BrainPop videos and interactive SmartBoard lessons being just some examples of how teachers will differentiate lessons. Teachers will plan out questions and tasks prior to ensure they are tiered and address the four DOK levels. Students will also rely on picture supports and manipulatives to help them understand and respond to the tasks. Any worksheets or graphic organizers will be modified to meet the unique needs of these target subgroups.</p> <ul style="list-style-type: none"> Group Work: Teachers will organize groups according to student levels and will work with them individually as needed. Within these groups, teachers will maintain conferring notes to help them anticipate future needs and to plan their next steps. 			
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> Adult ESL Program: Leveled English classes are offered regularly throughout the week (3 days a week) for parents and other adults wishing to learn English. Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. Monthly Newsletters: Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month. Themed Parent Workshops: Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Our parent coordinator hosts these sessions, inviting doctors, lawyers and other relevant field professionals to come and speak to parents about issues that affect and are important to them. Throughout the school year, the following themed workshops will be made available for parents to attend: <ul style="list-style-type: none"> "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5 Health Workshops Fatherhood Workshops Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. Awards Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. These are held three times a year. School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. Our music and dance teachers collaborate to put together a Winter and Spring musical performance where students in all grades participate. These shows will be open for parents and family members to attend. There will also be a Science 	Parents/Guardians	Sept-June	Administration, Teachers, Parent Coordinator, PTA

Fair, Social Studies Fair and a Theatre Performance (culminating CASA event).			
<p>Activities Addressing Capacity Element of Trust:</p> <ul style="list-style-type: none"> As a school community, administration, teachers and other staff share accountability for fostering an environment that is conducive to learning and improving student outcomes. Teachers respect their administrators because feedback is constructive and is aimed at improving instruction. Our administration models lessons for grade teams across the subject areas to show what the expectations are. Also, teachers engage in low inference observations of peers in an effort to learn new strategies for engaging learners and increasing growth. Our administrators have a known open door policy, where teachers and other staff are invited to come in and speak with them as needed about any questions or concerns they may have. Also, within each grade team, grade leaders and colleagues encourage new teachers and anyone else who may be facing particular challenges to go to them for help. The staff uses common preps and other established times to plan together, which promotes the understanding that they all share a responsibility for student achievement. School staff participates in luncheons to celebrate the holidays and other important dates. Our administrators recognize the hard work and achievements of teachers and other staff members. School Announcements: Students announce the word of the character trait and word of the month/week each morning. They also state the school's overall inquiry focus (<i>Asking and Answering Questions to Advance Student Thinking and Facilitate Student Discussion</i>). Additionally, they announce the classes with the best attendance for the day (and on Friday's for the week), congratulating those classes and reminding all students to come to school on time prepared to work. Character Traits: Each month is dedicated to promoting a separate character trait. For instance, September was "Responsibility" and October was "Caring." Word of the Month: Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions. Word of the Week: Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others. Expectations Rubric: A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal. Student of the Month: Every month, classroom teachers nominate students from their class who have modeled the 	Administration, Teachers, Parents, Students	Sept-June	Administration, Grade Leaders, Parent Coordinator

<p>character trait of the month. These students get their picture taken and it is displayed on an outside bulletin board for everyone to see. Our guidance counselor meets with the students to congratulate them on being selected and to engage them in a discussion as to what the trait means to them. They respond to a writing prompt which is also displayed for all students and staff to see.</p> <ul style="list-style-type: none"> • School Pride: We have a school song (sung to the tune of "YMCA") and a school mascot (an eagle) to help instill a sense of school pride in our students. The song lyrics (written by our assistant principal and music teacher) highlight the character traits of being respectful and safe. The song begins with our school pledge: <i>Y-you should be respectful to others, M-make responsible choices and accept responsibility for your actions, C-consider others' feelings and celebrate your differences, A-act appropriately and respectful to adults and peers.</i> A recording of students singing the song is played over the loudspeaker, leading into the morning announcements. Teachers in the lower grade classrooms encourage their students to sing along and perform a dance (choreographed by our dance teacher). • Parent-Teacher Interaction: Each year, our school hosts a "Grade Teas" for parents to come and meet the teacher. At this time, they are introduced to the expectations for the school year and are encouraged to contact the school, parent coordinator or teacher at any point in the year when they feel necessary. Teachers communicate with parents regularly to update them on their child's academic progress and behavior, notifying them of their achievements as well as areas of concern. Parents are made to feel comfortable with communicating with the teachers and the administration, regardless of the situation. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Team planning will take place during common preps and on Tuesday afternoons during the professional time. Additionally, schedule changes will be made as needed to allow for grade teams or individual members to complete work and support our ELLs across the grades.
- Instructional resources include (but are not limited to) SmartBoards, laptops (for student use), art supplies, websites/videos, literature and text books.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

Administrators will conduct formal and informal observations to assess progress towards this goal. Student work (displayed on bulletin boards, around the classroom and kept in student portfolios/folders will also count as evidence of progress. A mid-point benchmark will be on Friday, February 13, when completed performance tasks and unit plans up until this point are collected for review. Additionally, teachers will submit their student data and conferring notes four times a year: November 7, January 16, March 13, June 15

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our Quality Review report revealed that “93% of teachers feel that order and discipline are maintained at this school.” This beats the city average of 81% and the district average of 84%.

An analysis of the sixteen (16) incidents that were reported in the on-line occurrence reporting system (OORS) during the 2013-14 school year revealed the following:

- The highest number of incidents occurred between noon and 1pm.
- The second highest number of incidents occurred between 2 and 3pm.
- The third highest number of incidents occurred between 9 and 10am.

The first two times noted above corresponded with a lunch period and dismissal.

The majority of incidents were reported in November (5) and March (4). In analyzing this data and looking to identify the reasons for these trends, our PBIS committee suggested that the number of instructional days may play a part. For instance, March has 22 instructional days with no breaks, whereas February has only 15. Also, March is marked by state testing so student anxiety may be high. In November, just as in March, there is cold weather and shorter days, maybe contributing negatively to students’ moods.

The total overall incidents ranged in level from the lowest (1) to the highest (5). Most incidents were labeled a level 4 (8), followed by level 3 (5) and level 1 (2).

A breakdown of the occurrences by location shows:

- 4 incidents occurred in an area not specified
- 3 incidents occurred in the bathrooms
- 2 incidents occurred in a classroom
- 2 incidents occurred in the cafeteria
- 2 incidents occurred by an entrance/exit
- 1 incident occurred on the school perimeter
- 1 incident occurred on the school playground
- 1 incident occurred on a staircase

As of this school year, some trends are holding true. To date, we only have 5 reported incidents, the highest number of which is still occurring between noon and 1pm (two level 3 incidents). This overlaps with two lunch periods. There has been one level 4 incident reported between 9 and 10am and another between 1 and 2pm (overlapping with dismissal).

We have analyzed the data so we can best concentrate our attention to the peak times and locations for incidents.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By 2015, the school community will collaborate by implementing the Positive Behavior Intervention System (PBIS) program to monitor and improve the students’ social emotional behavior as measured by a decrease of 22% in the total number of reported incidents in on-line occurrence reporting system (OORS). QR 1.4/DTSDE 5.3

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research Based Programs, Systems and/or Structures & Professional Development: <ul style="list-style-type: none"> • School Announcements: Students announce the word of the character trait and word of the month/week each morning. They also state the school's overall inquiry focus (<i>Asking and Answering Questions to Advance Student Thinking and Facilitate Student Discussion</i>). Additionally, they announce the classes with the best attendance for the day (and on Friday's for the week), congratulating those classes and reminding all students to come to school on time prepared to work. • Character Traits: Each month is dedicated to promoting a separate character trait. For instance, September was "Responsibility" and October was "Caring." • Word of the Month: Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions. • Word of the Week: Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others. • Expectations Rubric: A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal. • Student of the Month: Every month, classroom teachers nominate students from their class who have modeled the character trait of the month. These students get their picture taken and it is displayed on an outside bulletin board for everyone to see. Our guidance counselor meets with the students to congratulate them on being selected and to engage them in a discussion as to what the trait means to them. They respond to a writing prompt which is also displayed for all students and staff to see. • PBIS Tickets: Students can earn PBIS tickets from any staff member (administration, teachers, paras, school aides, etc.) for exhibiting behavior that aligns to the 	All students	Sept-June	Administration, Guidance Counselor, PBIS Committee, Teachers

<p>character traits. We have formed a school store where students can go to redeem PBIS tickets that they have collected. The store is open during the lunch periods and classes are scheduled to go on a rotating basis each month. The hope is for students to be conscious of the fact that their actions are being monitored by adults at all times, thus encouraging them to behave appropriately.</p> <ul style="list-style-type: none"> • Game Room: Classes that display appropriate behavior during lunch are invited to go to the game room. There, several board games are set up for group play. • School Pride: We have a school song (sung to the tune of "YMCA") and a school mascot (an eagle) to help instill a sense of school pride in our students. The song lyrics (written by our assistant principal and music teacher) highlight the character traits of being respectful and safe. The song begins with our school pledge: <i>Y-you should be respectful to others, M-make responsible choices and accept responsibility for your actions, C-consider others' feelings and celebrate your differences, A-act appropriately and respectful to adults and peers.</i> A recording of students singing the song is played over the loudspeaker, leading into the morning announcements. Teachers in the lower grade classrooms encourage their students to sing along and perform a dance (choreographed by our dance teacher). • Increased Lunch Periods: As of last year, an additional lunch period was added to the schedule in hopes that reducing the number of students in the cafeteria at one time will in turn reduce the number of incidents occurring. We are continuing with this practice of having 3 lunch periods instead of 2. • Incident Reports: At the onset of an incident, teachers are encouraged to complete an incident report within 24 hours, making sure they are thorough yet objective when filling it out. The report is submitted to the principal to review and in turn, our guidance counselor enters it into the OORS system. This accurate and timely reporting allows us to closely monitor the nature of incidents and determine our next steps for preventing future occurrences. • Student Council: A group of 7 students in the 4th and 5th grade were elected by the student body to hold office in our student council. They fill the office of president, vice president, treasurer, secretary and support staff. As a council, they meet regularly with the guidance counselor (biweekly) to report and resolve issues that affect the student body (as identified in surveys they conduct). The council also brainstorms ways to contribute to the school community, offering their unique perspective for improvement. Beginning in February, members of the student council and other students nominated by their teachers will serve as Peer Meditators. They will meet with students who are in conflict or disagreement with one another and work to reach a peaceful resolution. Our guidance counselor will serve as facilitator. • Safety Patrols: Fifth grade students nominated by their teachers serve as safety patrols, standing post by the entrances/exits during arrival and dismissal. They also report to their posts during fire drills to help assist with a 			
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<p>fast and safe dismissal. Their presence helps to reduce the number of incidents.</p> <ul style="list-style-type: none"> Classroom Approach: Teachers are given a resource packet which they can use within their classroom to teach explicitly about the different character traits. The lessons are short and include activities and discussions for students in all the grades to engage in. Additionally, teachers firmly establish classroom rules, procedures and routines from the beginning of the year so students are aware of what the expectations are. The rewards and consequences are explained. Students sign a classroom contract agreeing to follow the rules and throughout the year, teachers consistently enforce the rules and procedures they have laid out for their students. PBIS Committee: There is a special committee of administrators, teachers and select school staff that meets on a monthly basis to analyze and discuss the school's progress in implementing the PBIS program. Questions and concerns from colleagues are shared and suggestions and solutions are brainstormed. Research is considered when introducing any new structure or idea. 			
<p>Strategies to Address the Needs of High Need Subgroups:</p> <ul style="list-style-type: none"> Students who have been identified by their teachers as being at high risk for incidents are referred to our school's guidance counselor. She meets with these students individually and then again (if needed) within a small group to discuss their actions and how to appropriately respond to situations that upset them. Our Substance Abuse Prevention & Intervention Specialist (SAPIS) visits several classrooms across the grades to give lessons covering drug prevention and intervention. In addition, she holds groups sessions twice a week. During these sessions, she covers the following topics: <ul style="list-style-type: none"> Expressing Feelings High Self-Esteem Importance of Life Respect Keeping Healthy Future 	<p>Students with high incident reports, students with an IEP stating they need a behavior intervention plan</p>	<p>Sept-June</p>	<p>Administration, Guidance Counselor, Teachers</p>
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> Adult ESL Program: Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English. Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. Monthly Newsletters: Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month. Parents are also informed of the character trait of the month. Themed Parent Workshops: Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Throughout the school year, the following themed workshops will be made available for parents to attend: <ul style="list-style-type: none"> "I Can" Statement Objectives and Roadmap to the 	<p>Parents/Guardians</p>	<p>Sept-June</p>	<p>Administration, Teachers, Parent Coordinator, PTA</p>

<ul style="list-style-type: none"> ○ Common Core: K-1, 2-3, 4-5 ○ Health Workshops ○ Fatherhood Workshops ○ Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies • School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. • Special Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. • School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and a Theatre Performance (culminating CASA event). 			
<p>Activities Addressing Capacity Element of Trust:</p> <ul style="list-style-type: none"> • As a school community, administration, teachers and other staff share accountability for fostering an environment that is conducive to learning and improving student outcomes. Teachers respect their administrators because feedback is constructive and is aimed at improving instruction. Our administration models lessons for grade teams across the subject areas to show what the expectations are. Also, teachers engage in low inference observations of peers in an effort to learn new strategies for engaging learners and increasing growth. Our administrators have a known open door policy, where teachers and other staff are invited to come in and speak with them as needed about any questions or concerns they may have. Also, within each grade team, grade leaders and colleagues encourage new teachers and anyone else who may be facing particular challenges to go to them for help. The staff uses common preps and other established times to plan together, which promotes the understanding that they all share a responsibility for student achievement. • School staff participates in luncheons to celebrate the holidays and other important dates. Our administrators recognize the hard work and achievements of teachers and other staff members. • Character Traits: Each month is dedicated to promoting a separate character trait. For instance, September was "Responsibility" and October was "Caring." • Word of the Month: Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions. • Word of the Week: Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others. 	<p>Administration, Teachers, Parents, Students</p>	<p>Sept-June</p>	<p>Administration, Grade Leaders, Parent Coordinator</p>

<ul style="list-style-type: none"> • Expectations Rubric: A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal. • Parent-Teacher Interaction: Each year, our school hosts a "Grade Teas" for parents to come and meet the teacher. At this time, they are introduced to the expectations for the school year and are encouraged to contact the school, parent coordinator or teacher at any point in the year when they feel necessary. Teachers communicate with parents regularly to update them on their child's academic progress and behavior, notifying them of their achievements as well as areas of concern. Parents are made to feel comfortable when communicating with the teachers and the administration, regardless of the situation. 			
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources include PBIS Lesson & Activity Packet, literature that targets the character traits, PBIS tickets. Scheduling will note which classes are assigned to go to the PBIS store each month. Also, teachers schedules may be adjusted to allow for SAPIS instruction.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>Specify a timeframe for mid-point progress monitoring activities.</p>				
<p>On February 9, our guidance counselor will run an OORS report for the PBIS committee to analyze. They will note the number of incidents to date and determine what next steps should be done to prevent future occurrences. Careful attention will be paid to the time and location of incidents. Also, the student council will meet on February 10 to discuss the number of incidents reported, also noting the level and the location. They too will brainstorm suggestions for combating any future occurrences.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<p>Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>		Yes		No
<p>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				
<p></p>				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our 2013-14 Quality Review report indicated that “99% of parents are satisfied with the education that their child has received,” exceeding the city average of 94% and the district average of 95%. Our teachers are wholly committed to the success and improvement of their classrooms and school. They use the opportunities presented to them to participate in professional development within a culture of respect and continuous improvement.

An analysis of the 2013-14 ELA showed students performing as follows:

- 3rd grade: 39.74% on level 1, 41.03% on level 2, 17.95% on level 3 and 1.28% on level 4
- 4th grade: 54.93% on level 1, 28.17% on level 2, 14.08% on level 3 and 2.82% on level 4
- 5th grade: 38.36% on level 1, 35.62% on level 2, 20.55% on level 3 and 5.48% on level 4

Overall, of the 224 students who took the ELA, 43.34% scored on level 1, 34.94% on level 2, 17.52% on level 3 and 3.19% on level 4. 60.83% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:

In grade 3: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 18% of students were able to “ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers” 3.RI.1
- 25% of students were able to “Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area” 3.RI.4
- 29% of students were able to “Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.” 3.RL.1

In grade 4: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 14% of students were able to “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.” 4.RI.4
- 27% of students were able to “explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text” 4.RI.3
- 31% of students were able to “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.” 4.RL.1
- 31% of students were able to “Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.” 4.RL.5

In grade 5: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 14% of students were able to “Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.” 5.RI.3
- 27% of students were able to “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).” 5.RI.8
- 37% of the students were able to “determine two or more main ideas of a text and explain how they are supported by key details; summarize the text” 5.RI.2

An analysis of the 2013-14 NYS Math Exam showed students performing as follows:

- 3rd grade: 42.50% on level 1, 42.50% on level 2, 12.50% on level 3 and 2.50% on level 4
- 4th grade: 41.67% on level 1, 38.89% on level 2, 13.89% on level 3 and 5.56% on level 4
- 5th grade: 33.33% on level 1, 29.33% on level 2, 17.33% on level 3 and 20% on level 4

Overall, of the 228 students who took the exam, 39.6% scored a level 1, 36.9% scored on level 2, 14.57% on level 3 and 9.35% on level 4. 60.83% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:

In grade 3 the highest areas of need fall within the following areas:

- 18% of students were able to "Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model." 3.NF.3.b
- 20% of students were able to "Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line." 3.NF.3.a
- 27% of students were able to "Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem."² 3.MD.2

In grade 4 the highest areas of need fall within the following areas:

- 17% of students were able to "Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division." 4.NBT.1
- Operations & Algebraic Thinking: 19% of students were able to "Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison." 4.OA.2
- 22% of students were able to "Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure." 4.MD.6

In grade 5 the highest areas of need fall within the following areas:

- 31% of students were able to "convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems." 5.MD.1
- 35% of students were able to "Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem" 5.NF.6
- 41% of students were able to "Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$." 5.NF.2

Last year, the Foundations program was introduced to all our kindergarten classes. Each class followed the program to fidelity, and following the end of the school year, provided information on their students' individual reading levels (IRLs). This data was compared to what was submitted the year prior (2012-13) when the Foundations program was not in use at our school. The following data highlights notable observations:

2012-13: 67 kindergarten students were reading on the following IRLs by June

aa: 4%
 A: 9%
 B: 18%
 C: 36%
 D: 24%
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2013-14: 64 kindergarten students were reading on the following IRLs by June

aa: 11%
 A: 6%
 B: 22%

C: 19%
 D: 20%
 E: 16%
 F: 6%
 G: 0%

The end of year goal for kindergarten is D/E. It should be noted that the Foundations program begin in November, and not in September, yet considerable gains were made. The percentage of students performing on or above grade level increased by 9% overall.

2012-13

Level 1 (below grade level): 31%
 Level 2 (approaching grade level): 36%
 Level 3 (on grade level): 33%
 Level 4 (above grade level): 0%

2013-14

Level 1 (below grade level): 27%
 Level 2 (approaching grade level): 19%
 Level 3 (on grade level): 36%
 Level 4 (above grade level): 6%

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will receive ongoing professional development (PD) designed according to teacher survey results and PF team recommendations that will focus on incorporating high level questioning that promote higher order thinking and student led discussions evidenced by classroom observations. As a result, there will be an increase of 3% on the 2015 New York State ELA and Math Exams. QR 1.2/DTSDE 4.3

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research Based Programs, Systems and/or Structures & Professional Development: <ul style="list-style-type: none"> • Monday professional development sessions include the following workshops: <ul style="list-style-type: none"> --Multiple Entry Points in Reading --Multiple Entry Points in Writing --Multiple Entry Points in Math --What Does Rigor Look Like --Creating Various DOK Leveled Questions --Facilitating Academic Student Discussion --Creating Activities & Task Cards for Use in the Classroom --Strategies for ELLs and Former ELLs 	All students	Sept-June	Administration, Teachers

<p>--How to Engage All Learners --Using Go Math Technology --Grab & Go Math Activity Centers --Using the SmartBoard to Create Engaging Lessons: Beginner --Using the SmartBoard to Create Engaging Lessons: Intermediate</p> <ul style="list-style-type: none"> • Inquiry: After analyzing trends from student performance on the ELA, our Core Inquiry Team set a school wide focus of "Asking and Answering Questions to Advance Student Thinking and Facilitate Student Discussion." Each grade has established individual short term and long term targets specific to needs identified after reviewing MOSL and ELA state exam results. • Team Planning: Teachers of grades K-2 are working to revise the Reading Street assessments so they are more rigorous and aligned to the CCLS. • Classroom Approach (Overall): With the number of performance tasks increased, teachers in all grades are teaching their students to think metacognitively. Students are guided to reflect on their personal growth and progress and set their own goals in reading, writing and math. Lessons are aligned to the Common Core State Standards and provide multiple entry points for students. • Classroom Approach (ELA): Through strategic skill work, they work towards accomplishing these targets. Additionally, students are taught to contribute to classroom and small group discussions using accountable talk stems to help them make connections, ask questions, state wonderings and add on to what their peers contribute. Teachers ask tiered questions according to the Depth of Knowledge levels and Karin Hess Matrix. They encourage their students to make connections across the subject areas with rigorous, relevant performance tasks that incorporate reading, writing, science and/or social studies. Across all grades, there is an emphasis placed on close reading strategies using informational text. Beginning in January, classroom teachers of students in grades 1-5 will be dedicating one period every Friday to ELA. During this time, teachers will be preparing students for the ELA through lessons that strategically address frequently tested items and areas of need (as determined by an item analysis of mock exams). They will familiarize students with the format of the exam. In anticipation of the ELA, they will be introducing them to passages of increasing text complexity across a variety of genres. They will teach test taking strategies such as acronyms for guiding essay writing and selecting the best answer for multiple choice questions. There is an emphasis placed on close reading strategies using informational text. The lessons are aligned to the Common Core State Standards. • Classroom Approach (Math): Beginning in January classroom teachers in grades 2-5 will have Test Sophistication for two periods every Friday. During this time, teachers will be preparing students for the state exam through lessons that strategically address frequently tested items and areas of need (as determined by an item analysis of mock exams). They will familiarize students 			
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<p>with the format of the exam. In math, students are being challenged to articulate in writing how they solve word problems and are being taught various strategies for approaching problems. Teachers will guide students through a practice workbook. Data is used to inform instruction in the classroom.</p> <ul style="list-style-type: none"> • Mock Exams: A Mock ELA and math exam will be administered to all students in grades 2-5 to help teachers identify areas of need and adjust instructional targets accordingly. Teachers will create an item analysis and calculate projections for each individual child. This data will be used to inform their instruction and to help them group students according to the specific skills they are struggling with. • Data Collections: Teachers keep careful records of student progress in the form of checklists, data sheets and conferring notes. Their data is collected by administration in November, January, March and June. It is reviewed and returned with feedback on how to use the data to inform the next steps in instruction. Also, students performing in the bottom third are identified so they can be targeted for an intensive, strategic approach. 			
<p>Strategies to Address the Needs of High Need Subgroups:</p> <ul style="list-style-type: none"> • Classroom Approach: During regular school hours, teachers will be targeting the specific needs of ELLs through explicit instruction. Many lessons include technology components to help engage and motivate students, for example SmartBoard lessons and BrainPop videos are among the outside resources used regularly. Also, every student in kindergarten through fifth grade will be receiving a Ticket to Read online account. • Reading Emphasis: In the lower grades, the Foundations program has been extended to include the first grade as well, following the success reported by kindergarten teachers last year. The program provides children of varying learning abilities with a strong foundation for reading and spelling. Instruction is structured, sequential and cumulative, with a strong emphasis on a multisensory approach. It thoroughly teaches the foundational skills as laid out in the CCSS and supports reading, writing, speaking, listening and language skills. The program provides research based support materials and strategies that support comprehensive reading and writing amongst students. • Scaffold/Differentiated Support: Classroom teachers and out of classroom personnel use various scaffolds to support struggling learners. Lessons are designed to provide differentiated instruction through multi-entry points. Small (homogeneous) group instruction is tailored to meet the needs of each group of students based on informal and formal assessments. During the Literacy/Reading block, teachers in grades K-2 target the five dimensions of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension) with strategically 	<p>ELLs, SWDs, bottom third</p>	<p>Sept-June</p>	<p>Administration, ESL/Bilingual Teachers, Special Education Teachers, SETTS Teacher</p>

<p>planned center activities. They monitor student progress using checklists, conferral notes and exit slips, determining next steps all throughout the unit.</p> <ul style="list-style-type: none"> • NYSESLAT Test Sophistication: Beginning in January, ESL/bilingual classroom teachers of students in grades K-5 will be dedicating one period every Friday to NYSESLAT Test Sophistication. During this time, teachers will be preparing students for the NYSESLAT through lessons that strategically address areas of need (as indicated by analysis of student performance from the previous year). They will familiarize students with the NYSESLAT format by introducing them to the four strands of Listening, Speaking, Reading and Writing. Teachers will teach test taking strategies such as choosing the best answer through process of elimination and using the text to construct a written response to questions asked. They will guide students through a practice workbook using data to inform instruction in the classroom and to develop next steps. This work will also be preparing the students in grades 3-5 for the upcoming ELA, as the skills learned will carry over. • NYSESLAT Preparatory Program: All ELLs in grades 1-5 will be invited to attend our NYSESLAT Preparatory Program on Thursday afternoons in preparation for the upcoming Spring NYSESLAT and ELA exams. This work will also be preparing the students in grades 3-5 for the upcoming ELA, as the skills learned will carry over. • Inclusive, Collaborative Planning: Teachers will work with out of classroom personnel, such as the SETTS provider and the ESL service providers, while planning the interdisciplinary unit plans. These individuals will help identify multiple entry points for ELLs and special education students. Additionally, they will push in and pull out to provide supports for the students in these subgroups. • Targeted PD: Our SETTS provider will host a workshop series for ICT teachers (one on one) on how to write quality IEPs. During this time, she will meet with the teachers and review the components of the IEP and help them determine appropriately challenging goals and discuss how to get the students to obtain them. 			
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • Adult ESL Program: Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English. • Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. • Monthly Newsletters: Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month. • Themed Parent Workshops: Parents are surveyed to 	Parents/Guardians	Sept-June	Administration, Teachers, Parent Coordinator, PTA

<p>determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Our parent coordinator hosts these sessions, inviting doctors, lawyers and other relevant field professionals to come and speak to parents about issues that affect and are important to them. Throughout the school year, the following themed workshops will be made available for parents to attend:</p> <ul style="list-style-type: none"> ○ "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5 ○ Health Workshops ○ Fatherhood Workshops ○ Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies <ul style="list-style-type: none"> • School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. • Awards Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. These are held three times a year. • School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. Our music and dance teachers collaborate to put together a Winter and Spring musical performance where students in all grades participate. These shows will be open for parents and family members to attend. There will also be a Science Fair and a Theatre Performance (culminating CASA event). 			
<p>Activities Addressing Capacity Element of Trust:</p> <ul style="list-style-type: none"> • As a school community, administration, teachers and other staff share accountability for fostering an environment that is conducive to learning and improving student outcomes. Teachers respect their administrators because feedback is constructive and is aimed at improving instruction. Our administration models lessons for grade teams across the subject areas to show what the expectations are. Also, teachers engage in low inference observations of peers in an effort to learn new strategies for engaging learners and increasing growth. Our administrators have a known open door policy, where teachers and other staff are invited to come in and speak with them as needed about any questions or concerns they may have. Also, within each grade team, grade leaders and colleagues encourage new teachers and anyone else who may be facing particular challenges to go to them for help. The staff uses common preps and other established times to plan together, which promotes the understanding that they all share a responsibility for student achievement. • School staff participates in luncheons to celebrate the holidays and other important dates. Our administrators recognize the hard work and achievements of teachers and other staff members. • Character Traits: Each month is dedicated to promoting a separate character trait. For instance, September was "Responsibility" and October was "Caring." • Word of the Month: Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials 	<p>Administration, Teachers, Parents, Students</p>	<p>Sept-June</p>	<p>Administration, Grade Leaders, Parent Coordinator</p>

<p>to help them promote discussion within their classrooms about the implications of the word and how to shape their actions.</p> <ul style="list-style-type: none"> • Word of the Week: Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others. • Expectations Rubric: A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal. • Parent-Teacher Interaction: Each year, our school hosts a "Grade Teas" for parents to come and meet the teacher. At this time, they are introduced to the expectations for the school year and are encouraged to contact the school, parent coordinator or teacher at any point in the year when they feel necessary. Teachers communicate with parents regularly to update them on their child's academic progress and behavior, notifying them of their achievements as well as areas of concern. Parents are made to feel comfortable when communicating with the teachers and the administration, regardless of the situation. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Wilson Academy Foundations Kit (K-1), CCLS Ready NY (ELA & Math), Go Math Kit (K-5), Reading Street Program (K-5).
- As needed, schedules will be adjusted to allow for teachers to continue planning and revision work as a team or individually (point person for each grade).
- All ELLs receive their mandated services from licensed and certified ESL and Bilingual teachers. Teachers will work from the "New York ELLs" book from Continental Press. The kit includes student and teacher edition workbooks and a CD.
- SmartBoard lessons and BrainPop videos, Ticket to Read online account, Literacy/Reading block, Friday ELA and Math Test Sophistication (one period every Friday), comprehensive data analysis and reports, Common Core aligned lesson plans, Go Math online accounts, Math block, Friday Math Test Sophistication (two periods every Friday), comprehensive data analysis and reports, CCLS Ready NY practice books for ELA and Math (teacher and student edition)
- Inquiry: The Core Inquiry Team is comprised of teachers representing each grade, including a Bilingual/ESL Teacher, with our Assistant Principal as facilitator. The team meets on a monthly basis to discuss where each grade is currently at within their target, strategies that are working, challenges and next steps grounded in research. Core members meet with their grade teams on Tuesdays to continue planning collaboratively and to share research based strategies. Additionally, every grade team has a common prep(s) throughout the week that allows for them to meet and plan.
- Professional Development: Our Professional Development Committee consists of teachers and our Assistant Principal. The team includes the ESL Coordinator/Service Provider. They meet regularly to design workshops based on a needs assessment survey that they get back from teachers and other out of classroom personnel.
- All teachers of the Thursday NYSESLAT Preparatory Program will be ESL or bilingual certified and licensed. Students will be working from the "New York ELLs" books by Continental Press to help them prepare for the Spring NYSESLAT exam.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

Data Collection Dates: November 7, January 16, March 13, June 15. On February 13th, data collected on January 16th will be revisited and analyzed to determine if students in grades 3-5 are on target for meeting their projected goals.

First Performance Task End Dates:

- K: January 13
- 1st: January 23
- 2nd: January 13
- 3rd: January 15
- 4th: November 21
- 5th: TBD

Mock Exam Dates: January 19, February 13, March 3. Results of the CCLS Ready NY mock exams in ELA and Math will be analyzed. Trends will be identified and teachers will use projections to help guide their next steps.

Part 6b. Complete in **February 2015**.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our administration sets the tone for our school environment, leading by example and nurturing the professional growth of teachers and all staff. Both Dr. Moschella (interim acting principal) and Ms. Rodriguez (assistant principal) help teachers and paras develop and deliver the instructional and social-emotional support that is essential for driving student achievement. On our 2013-14 school survey, 100% of teachers agreed that they “leaders of this school place a high priority on the quality of teaching,” surpassing both the district and city average (of 91% and 92% respectively). Moreover, 97% of teachers stated that they “would recommend this school to parents.” Again, this beats the district and city averages (78% and 81%). In efforts to maintain these achievements, our administration has established new structures for promoting professional growth amongst teachers.

An analysis of the 2013-14 ELA showed students performing as follows:

- 3rd grade: 39.74% on level 1, 41.03% on level 2, 17.95% on level 3 and 1.28% on level 4
- 4th grade: 54.93% on level 1, 28.17% on level 2, 14.08% on level 3 and 2.82% on level 4
- 5th grade: 38.36% on level 1, 35.62% on level 2, 20.55% on level 3 and 5.48% on level 4

Overall, of the 224 students who took the ELA, 43.34% scored on level 1, 34.94% on level 2, 17.52% on level 3 and 3.19% on level 4. 60.83% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:

In grade 3: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 18% of students were able to “ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers” 3.RI.1
- 25% of students were able to “Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area” 3.RI.4
- 29% of students were able to “Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.” 3.RL.1

In grade 4: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 14% of students were able to “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.” 4.RI.4
- 27% of students were able to “explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text” 4.RI.3
- 31% of students were able to “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.” 4.RL.1
- 31% of students were able to “Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.” 4.RL.5

In grade 5: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 14% of students were able to “Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.” 5.RI.3
- 27% of students were able to “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).” 5.RI.8

- 37% of the students were able to “determine two or more main ideas of a text and explain how they are supported by key details; summarize the text” 5.RI.2

An analysis of the 2013-14 NYS Math Exam showed students performing as follows:

- 3rd grade: 42.50% on level 1, 42.50% on level 2, 12.50% on level 3 and 2.50% on level 4
- 4th grade: 41.67% on level 1, 38.89% on level 2, 13.89% on level 3 and 5.56% on level 4
- 5th grade: 33.33% on level 1, 29.33% on level 2, 17.33% on level 3 and 20% on level 4

Overall, of the 228 students who took the exam, 39.6% scored a level 1, 36.9% scored on level 2, 14.57% on level 3 and 9.35% on level 4. 60.83% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:

In grade 3 the highest areas of need fall within the following areas:

- 18% of students were able to “Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.” 3.NF.3.b
- 20% of students were able to “Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.” 3.NF.3.a
- 27% of students were able to “Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.”² 3.MD.2

In grade 4 the highest areas of need fall within the following areas:

- 17% of students were able to “Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.” 4.NBT.1
- Operations & Algebraic Thinking: 19% of students were able to “Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.” 4.OA.2
- 22% of students were able to “Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.” 4.MD.6

In grade 5 the highest areas of need fall within the following areas:

- 31% of students were able to “convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.” 5.MD.1
- 35% of students were able to “Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem” 5.NF.6
- 41% of students were able to “Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.” 5.NF.2

Last year, the Foundations program was introduced to all our kindergarten classes. Each class followed the program to fidelity, and following the end of the school year, provided information on their students’ individual reading levels (IRLs). This data was compared to what was submitted the year prior (2012-13) when the Foundations program was not in use at our school. The following data highlights notable observations:

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2013-14: 64 kindergarten students were reading on the following IRLs by June

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- A: 6%
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- G: 0%

The end of year goal for kindergarten is D/E. It should be noted that the Foundations program begin in November, and not in September, yet considerable gains were made. The percentage of students performing on or above grade level increased by 9% overall.

2012-13

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- Level 2 (approaching grade level): 36%
- Level 3 (on grade level): 33%
- Level 4 (above grade level): 0%

2013-14

- Level 1 (below grade level): 27%
- Level 2 (approaching grade level): 19%
- Level 3 (on grade level): 36%
- Level 4 (above grade level): 6%

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will increase opportunities for teachers to collaborate, monitor and revise performance tasks by 50% so that all students in K-5 will have completed two (2) English Language Arts (ELA) and a minimum of three (3) Math performance tasks aligned to the Common Core Learning Standards (CCLS). QR 5.1/DTSDE 2.5

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research Based Programs, Systems and/or Structures & Professional Development:</p> <ul style="list-style-type: none"> • Team Planning: Grade teams use their common preps and the professional planning time on Tuesday afternoons to create and/or revise the performance tasks. Teachers look for opportunities to make the lessons more rigorous by providing multiple entry points for all learners, and appropriate scaffold supports. For instance, the fifth grade 	<p>All students</p>	<p>Sept-June</p>	<p>Administration, Special Committees</p>

teacher team is currently working to revise both their ELA performance tasks, after reviewing the ones they administered last year and determining they were not thoroughly aligned to the Common Core State Standards. When completed, one task will integrate science and the other will imbed social studied.

- **Professional Development:** Monday professional development sessions include the following workshops:
 - Multiple Entry Points in Reading
 - Multiple Entry Points in Writing
 - Multiple Entry Points in Math
 - What Does Rigor Look Like
 - Creating Various DOK Leveled Questions
 - Facilitating Academic Student Discussion
 - Creating Activities & Task Cards for Use in the Classroom
 - Strategies for ELLs and Former ELLs
 - How to Engage All Learners
 - Using Go Math Technology
 - Grab & Go Math Activity Centers
 - Using the SmartBoard to Create Engaging Lessons: Beginner
 - Using the SmartBoard to Create Engaging Lessons: Intermediate
- **Inquiry:** After analyzing trends from student performance on the ELA, our Core Inquiry Team set a school wide focus of "Asking and Answering Questions to Advance Student Thinking and Facilitate Student Discussion." Each grade has established individual short term and long term targets specific to needs identified after reviewing MOSL and ELA state exam results.
- **Classroom Approach:** With the number of performance tasks increased, teachers in all grades are teaching their students to think metacognitively. Students are guided to reflect on their personal growth and progress and set their own goals in reading, writing and math. Through strategic skill work, they work towards accomplishing these targets. Additionally, they are taught to contribute to classroom and small group discussions using accountable talk stems to help them make connections, ask questions, state wonderings and add on to what their peers contribute. Teachers ask tiered questions according to the Depth of Knowledge levels and Karin Hess Matrix. They encourage their students to make connections across the subject areas with rigorous, relevant performance tasks that incorporate reading, writing, science and/or social studies. Beginning in January, classroom teachers of students in grades 1-5 will be dedicating one period every Friday to ELA and two periods for Math Test Sophistication. During this time, teachers will be preparing students for the ELA and math exam through lessons that strategically address frequently tested items and areas of need (as determined by an item analysis of mock exams). They will familiarize students with the format of the exams. In anticipation of the ELA, they will be introducing them to passages of increasing text complexity across a variety of genres. They will teach test taking strategies such as acronyms for guiding essay writing and selecting the best answer for multiple choice questions. In math, students are being challenged to articulate in writing how they solve word

<p>problems and are being taught various strategies for approaching problems. Teachers will guide students through a practice workbook. Data is used to inform instruction in the classroom. There is an emphasis placed on close reading strategies using informational text. The lessons are aligned to the Common Core State Standards. Additionally, a Mock ELA and math exam will be administered to all students in grades 2-5 to help teachers identify areas of need and adjust instructional targets accordingly.</p> <ul style="list-style-type: none"> • Data Collections: Teachers keep careful records of student progress in the form of checklists, data sheets and conferring notes. Their data is collected by administration in November, January, March and June. It is reviewed and returned with feedback on how to use the data to inform the next steps in instruction. Also, students performing in the bottom third are identified so they can be targeted for an intensive, strategic approach. 			
<p>Strategies to Address the Needs of High Need Subgroups:</p> <ul style="list-style-type: none"> • During regular school hours, teachers will be targeting the specific needs of ELLs through explicit instruction. Many lessons include technology components to help engage and motivate students, for example SmartBoard lessons and BrainPop videos are among the outside resources used regularly. Also, every student in kindergarten through fifth grade will be receiving a Ticket to Read online account. In the lower grades, the Foundations program has been extended to include the first grade as well, following the success reported by kindergarten teachers. Classroom teachers and out of classroom personnel use various scaffolds to support struggling learners. Lessons are designed to provide differentiated instruction through multi-entry points. Small group instruction is tailored to meet the needs of each group of students based on informal and formal assessments. During the Literacy/Reading block, teachers in grades K-2 target the five dimensions of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension) with strategically planned center activities. Beginning in January, ESL/bilingual classroom teachers of students in grades K-5 will be dedicating one period every Friday to NYSESLAT Test Sophistication. During this time, teachers will be preparing students for the NYSESLAT through lessons that strategically address areas of need (as indicated by analysis of student performance from the previous year). They will familiarize students with the NYSESLAT format by introducing them to the four strands of Listening, Speaking, Reading and Writing. Teachers will teach test taking strategies such as choosing the best answer through process of elimination and using the text to construct a written response to questions asked. They will guide students through a practice workbook using data to inform instruction in the classroom and to develop next steps. There is an emphasis placed on close reading strategies using informational text. Lessons are aligned to the Common Core State Standards and provide multiple 	<p>ELLs, SWDs, bottom third</p>	<p>Sept-June</p>	<p>Administration, Teachers</p>

<p>entry points for students.</p> <ul style="list-style-type: none"> • NYSESLAT Preparatory Program: All ELLs in grades 1-5 will be invited to attend our NYSESLAT Preparatory Program on Thursday afternoons in preparation for the upcoming Spring NYSESLAT and ELA exams. 			
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • Adult ESL Program: Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English. • Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. • Monthly Newsletters: Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month. • Themed Parent Workshops: Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Our parent coordinator hosts these sessions, inviting doctors, lawyers and other relevant field professionals to come and speak to parents about issues that affect and are important to them. Throughout the school year, the following themed workshops will be made available for parents to attend: <ul style="list-style-type: none"> ○ "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5 ○ Health Workshops ○ Fatherhood Workshops ○ Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies • School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. • Awards Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. These are held three times a year. • School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. Our music and dance teachers collaborate to put together a Winter and Spring musical performance where students in all grades participate. These shows will be open for parents and family members to attend. There will also be a Science Fair and a Theatre Performance (culminating CASA event). 	Parents/Guardians	Sept-June	Administration, Parent Coordinator, Teachers and select staff , PTA
<p>Activities Addressing Capacity Element of Trust:</p> <ul style="list-style-type: none"> • As a school community, administration, teachers and other staff share accountability for fostering an environment that is conducive to learning and improving student outcomes. Teachers respect their administrators because feedback is constructive and is aimed at improving instruction. Our administration models lessons for grade teams across the subject areas to show what the expectations are. Also, teachers engage in low inference observations of peers in an effort to learn new strategies for engaging learners and increasing growth. Our administrators have a known open 	Administration, Teachers, Parents, Students	Sept-June	Administration, Grade Leaders, Parent Coordinator

<p>door policy, where teachers and other staff are invited to come in and speak with them as needed about any questions or concerns they may have. Also, within each grade team, grade leaders and colleagues encourage new teachers and anyone else who may be facing particular challenges to go to them for help. The staff uses common preps and other established times to plan together, which promotes the understanding that they all share a responsibility for student achievement.</p> <ul style="list-style-type: none"> • School staff participates in luncheons to celebrate the holidays and other important dates. Our administrators recognize the hard work and achievements of teachers and other staff members. • Character Traits: Each month is dedicated to promoting a separate character trait. For instance, September was "Responsibility" and October was "Caring." • Word of the Month: Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions. • Word of the Week: Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others. • Expectations Rubric: A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal. • Parent-Teacher Interaction: Each year, our school hosts a "Grade Teas" for parents to come and meet the teacher. At this time, they are introduced to the expectations for the school year and are encouraged to contact the school, parent coordinator or teacher at any point in the year when they feel necessary. Teachers communicate with parents regularly to update them on their child's academic progress and behavior, notifying them of their achievements as well as areas of concern. Parents are made to feel comfortable when communicating with the teachers and the administration, regardless of the situation. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- All ELLs receive their mandated services from licensed and certified ESL and Bilingual teachers. Teachers will work from the "New York ELLs" book from Continental Press. The kit includes student and teacher edition workbooks and a CD.
 - SmartBoard lessons and BrainPop videos, Ticket to Read online account, Literacy/Reading block, Friday ELA and Math Test Sophistication (one period every Friday), comprehensive data analysis and reports, Common Core aligned lesson plans, Go Math online accounts, Math block, Friday Math Test Sophistication (two periods every Friday), comprehensive data analysis and reports, CCLS Ready NY practice books for ELA and Math (teacher and student edition)
 - Scheduling will be adjusted as needed to allow for the fifth grade team to continue work on revising their

performance tasks.

- Inquiry: The Core Inquiry Team is comprised of teachers representing each grade, including a Bilingual/ESL Teacher, with our Assistant Principal as facilitator. The team meets on a monthly basis to discuss where each grade is currently at within their target, strategies that are working, challenges and next steps grounded in research. Core members meet with their grade teams on Tuesdays to continue planning collaboratively and to share research based strategies. Additionally, every grade team has a common prep(s) throughout the week that allows for them to meet and plan.
- Professional Development: Our Professional Development Committee consists of teachers and our Assistant Principal. The team includes the ESL Coordinator/Service Provider. They meet regularly to design workshops based on a needs assessment survey that they get back from teachers and other out of classroom personnel.
- All teachers of the Thursday NYSESLAT Preparatory Program will be ESL or bilingual certified and licensed. Students will be working from the "New York ELLs" books by Continental Press to help them prepare for the Spring NYSESLAT exam.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

Data Collection Dates: November 7, January 16, March 13, June 15. On February 13th, data collected on January 16th will be revisited and analyzed to determine if students in grades 3-5 are on target for meeting their projected goals.

First Performance Task End Dates:

- K: January 13
- 1st: January 23
- 2nd: January 13
- 3rd: January 15
- 4th: November 21
- 5th: TBD

Mock Exam Dates: January 19, February 13, March 3. Results of the CCLS Ready NY mock exam in ELA will be analyzed. Trends will be identified and teachers will use projections to help guide their next steps.

NYSESLAT Mock Exam Date: A mock exam will be administered March 16.

Part 6b. Complete in **February 2015**.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our first priority is to meet the various needs of our diverse population of students. We have several partnerships within the community, in hopes of enriching our students’ academic achievement. Amongst these is the COMPASS Out of School Program (OST) which runs Monday through Friday from 2:20-5:15 pm. The program’s goals are fivefold:

- To foster social and emotional competencies and physical well-being
- To provide opportunities for youth to explore their interests and creativity
- To build skills that support academic achievement
- To cultivate youth leadership and community engagement
- To engage parents and other caretakers to support the above goals

The overall design of the COMPASS OST program is to focus on creating a comprehensive program that strived to build the critical cognitive, social, emotional, physical and moral competencies necessary for youth to succeed in school and in life. Within the context of a year round program that is designed to operate after school, during school breaks and in the summer months, the COMPASS OST program will build upon youth’s strengths by providing an atmosphere that is safe, healthy and nurturing that will inspire, motivate and cultivate a culture of learning that will aid youth in achieving their goals. The program is firmly grounded in the principles of youth development and will assist youth in making responsible decisions, form strong bonds with staff and demonstrate concern and care for others while responding to situations in an effective manner.

Our school will continue its partnership with the Cultural After School Adventures (CASA) Program. This year the focus will shift from visual arts and dance to theatre production. Moreover, beginning in January, our dance teacher will be collaborating with resident artists to provide “Ballroom Basics” for ELL students in the upper grades. We also have long standing partnerships with the Boy Scouts of America, Hispanic Family Service, the Brooklyn District Attorney’s office, Ridgewood-Bushwick Senior Center and NYS Mentoring, After School Corporation.

We also aim to create a welcoming environment for families. According to our 2013-14 Quality Review Report, 97% of parents surveyed “feel that the school offers a wide variety of courses, extracurricular activities and services.” This number exceeds the city average by 6% and the district average by 5%. Also, according to the same report, “99% of parents are satisfied with the education that their child has received.” In an effort to continue to foster a welcoming environment for parents and students alike, teachers and administration reach out to parents to congratulate them on their child’s achievements, as well as to inform them of any academic or behavior concerns. We are maintaining and adding on to structures already in place to encourage parent engagement.

An analysis of the 2013-14 ELA showed students performing as follows:

- 3rd grade: 39.74% on level 1, 41.03% on level 2, 17.95% on level 3 and 1.28% on level 4
- 4th grade: 54.93% on level 1, 28.17% on level 2, 14.08% on level 3 and 2.82% on level 4
- 5th grade: 38.36% on level 1, 35.62% on level 2, 20.55% on level 3 and 5.48% on level 4

Overall, of the 224 students who took the ELA, 43.34% scored on level 1, 34.94% on level 2, 17.52% on level 3 and 3.19% on level 4. 60.83% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:

In grade 3: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 18% of students were able to “ask and answer questions to demonstrate understanding of a text, referring

explicitly to the text as the basis for the answers" 3.RI.1

- 25% of students were able to "Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area" 3.RI.4
- 29% of students were able to "Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers." 3.RL.1

In grade 4: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 14% of students were able to "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text." 4.RI.4
- 27% of students were able to "explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text" 4.RI.3
- 31% of students were able to "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text." 4.RL.1
- 31% of students were able to "Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text." 4.RL.5

In grade 5: highest areas of need fall within the Reading Standards for Literature and Informational Text

- 14% of students were able to "Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text." 5.RI.3
- 27% of students were able to "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)." 5.RI.8
- 37% of the students were able to "determine two or more main ideas of a text and explain how they are supported by key details; summarize the text" 5.RI.2

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, members of all constituencies will have collaborated to provide targeted professional development to parents in ways to support student learning, growth and academic achievement of all students, including our English language learners (ELLs), as evidence by an increased score on the New York State ELA exam and NYS English as a Second Language Achievement Test (NYSESLAT) score of a minimum of 43 points within a scale score by our ELLs. QR 1.3/DTSDE 6.4

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research Based Programs, Systems and/or Structures & Professional Development: <ul style="list-style-type: none"> • Themed Parent Workshops: Parents are surveyed to 	ELLs	Sept-June	Administration, ESL Coordinator, ESL/Bilingual teachers

<p>determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Our parent coordinator hosts these sessions, inviting doctors, lawyers and other relevant field professionals to come and speak to parents about issues that affect and are important to them. Throughout the school year, the following themed workshops will be made available for parents to attend:</p> <ul style="list-style-type: none"> ○ "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5 ○ Health Workshops ○ Fatherhood Workshops ○ Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies <ul style="list-style-type: none"> • Monday professional development sessions include the following workshops: <ul style="list-style-type: none"> --Multiple Entry Points in Reading --Multiple Entry Points in Writing --What Does Rigor Look Like --Creating Various DOK Leveled Questions --Facilitating Academic Student Discussion --Creating Activities & Task Cards for Use in the Classroom --Strategies for ELLs and Former ELLs --How to Engage All Learners --Using the SmartBoard to Create Engaging Lessons: Beginner --Using the SmartBoard to Create Engaging Lessons: Intermediate • Inquiry: After analyzing trends from student performance on the ELA, our Core Inquiry Team set a school wide focus of "Asking and Answering Questions to Advance Student Thinking and Facilitate Student Discussion." Each grade has established individual short term and long term targets specific to needs identified after reviewing MOSL and ELA state exam results. • Classroom Approach: With the number of performance tasks increased, teachers in all grades are teaching their students to think metacognitively. Students are guided to reflect on their personal growth and progress and set their own goals in reading, writing and math. Through strategic skill work, they work towards accomplishing these targets. Additionally, they are taught to contribute to classroom and small group discussions using accountable talk stems to help them make connections, ask questions, state wonderings and add on to what their peers contribute. Teachers ask tiered questions according to the Depth of Knowledge levels and Karin Hess Matrix. They encourage their students to make connections across the subject areas with rigorous, relevant performance tasks that incorporate reading, writing, science and/or social studies. Beginning in January, classroom teachers of students in grades 1-5 will be dedicating one period every Friday to ELA and two periods for Math Test Sophistication. During this time, teachers will be preparing students for the ELA and math exam through lessons that strategically address frequently tested items and areas of need (as determined by an item analysis of mock exams). They will familiarize students with the format of the exams. In anticipation of the ELA, they will be introducing them to passages of 			
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<p>increasing text complexity across a variety of genres. They will teach test taking strategies such as acronyms for guiding essay writing and selecting the best answer for multiple choice questions. For math, students are being challenged to articulate in writing how they solve word problems and are being taught various strategies for approaching problems. Teachers will guide students through a practice workbook. Data is used to inform instruction in the classroom. There is an emphasis placed on close reading strategies using informational text. The lessons are aligned to the Common Core State Standards. Additionally, a Mock ELA and math exam will be administered to all students in grades 2-5 to help teachers identify areas of need and adjust instructional targets accordingly.</p> <ul style="list-style-type: none"> • NYSESLAT Test Sophistication: Beginning in January, ESL/bilingual classroom teachers of students in grades K-5 will be dedicating one period every Friday to NYSESLAT Test Sophistication. During this time, teachers will be preparing students for the NYSESLAT through lessons that strategically address areas of need (as indicated by analysis of student performance from the previous year). They will familiarize students with the NYSESLAT format by introducing them to the four strands of Listening, Speaking, Reading and Writing. Teachers will teach test taking strategies such as choosing the best answer through process of elimination and using the text to build a written response to questions asked. They will guide students through a practice workbook using data to inform instruction in the classroom and to develop next steps. This work will also be preparing the students in grades 3-5 for the upcoming ELA, as the skills learned will carry over. • Data Collections: Teachers keep careful records of student progress in the form of checklists, data sheets and conferring notes. Their data is collected by administration in November, January, March and June. It is reviewed and returned with feedback on how to use the data to inform the next steps in instruction. Also, students performing in the bottom third are noted so they can be targeted for an intensive, strategic approach. • Mock Exams: The ESL Coordinator will work with ESL/Bilingual teachers to administer a mock NYSESLAT exam across the four modalities (speaking, listening, reading and writing). The exam will serve as a baseline for student progress and will give the teachers the data they need to target their areas of weaknesses. Teachers will calculate projections for each student across each modality. • NYSESLAT Preparatory Program: All ELLs in grades 1-5 will be invited to attend our NYSESLAT Preparatory Program on Thursday afternoons in preparation for the upcoming Spring NYSESLAT and ELA exams. 			
<p>Strategies to Address the Needs of High Need Subgroups:</p> <ul style="list-style-type: none"> • Inclusive, Collaborative Planning: Teachers will work with out of classroom personnel, such as the SETTS provider and the ESL service providers, while planning instruction. These individuals will help identify multiple entry points for ELLs and special education 	<p>Long Term ELLs, ELLs with IEPs</p>	<p>Sept-June</p>	<p>Administration, ESL Coordinator, ESL/Bilingual teachers</p>

<p>students. Additionally, they will push in and pull out to provide supports for the students in these subgroups.</p> <ul style="list-style-type: none"> • STEM Collaboration for ELLs: Our school received a grant for ELLs to participate in a STEM program. 			
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • Adult ESL Program: Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English. • Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. • Monthly Newsletters: Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month. • Themed Parent Workshops: Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Our parent coordinator hosts these sessions, inviting doctors, lawyers and other relevant field professionals to come and speak to parents about issues that affect and are important to them. Throughout the school year, the following themed workshops will be made available for parents to attend: <ul style="list-style-type: none"> ○ "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5 ○ Health Workshops ○ Fatherhood Workshops ○ Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies • School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. • Awards Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. These are held three times a year. • School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. Our music and dance teachers collaborate to put together a Winter and Spring musical performance where students in all grades participate. These shows will be open for parents and family members to attend. There will also be a Science Fair and a Theatre Performance (culminating CASA event). 	Parents/Guardians	Sept-June	Administration, Teachers, Parent Coordinator, PTA
<p>Activities Addressing Capacity Element of Trust:</p> <ul style="list-style-type: none"> • As a school community, administration, teachers and other staff share accountability for fostering an environment that is conducive to learning and improving student outcomes. Teachers respect their administrators because feedback is constructive and is aimed at improving instruction. Our administration models lessons for grade teams across the subject areas to show what the expectations are. Also, teachers engage in low inference observations of peers in an effort to learn new strategies for engaging learners and increasing growth. Our administrators have a known open door policy, where teachers and other staff are invited to 	Administration, Parents, Teachers, Students	Sept-June	Administration, Grade Leaders, Parent Coordinator

<p>come in and speak with them as needed about any questions or concerns they may have. Also, within each grade team, grade leaders and colleagues encourage new teachers and anyone else who may be facing particular challenges to go to them for help. The staff uses common preps and other established times to plan together, which promotes the understanding that they all share a responsibility for student achievement.</p> <ul style="list-style-type: none"> • School staff participates in luncheons to celebrate the holidays and other important dates. Our administrators recognize the hard work and achievements of teachers and other staff members. • Character Traits: Each month is dedicated to promoting a separate character trait. For instance, September was "Responsibility" and October was "Caring." • Word of the Month: Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions. • Word of the Week: Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others. • Expectations Rubric: A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal. • Parent-Teacher Interaction: Each year, our school hosts a "Grade Teas" for parents to come and meet the teacher. At this time, they are introduced to the expectations for the school year and are encouraged to contact the school, parent coordinator or teacher at any point in the year when they feel necessary. Parents communicate with parents regularly to update them on their child's academic progress and behavior, notifying them of their achievements as well as areas of concern. Parents are made to feel comfortable with communicating with the teachers and the administration, regardless of the situation. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- All ELLs receive their mandated services from licensed and certified ESL and Bilingual teachers. Teachers will work from the "New York ELLs" book from Continental Press. The kit includes student and teacher edition workbooks and a CD.
- SmartBoard lessons and BrainPop videos, Ticket to Read online account, Literacy/Reading block, Friday ELA and Math Test Sophistication (one period every Friday), comprehensive data analysis and reports, Common Core aligned lesson plans, Go Math online accounts, Math block, Friday Math Test Sophistication (two periods every Friday), comprehensive data analysis and reports, CCLS Ready NY practice books for ELA and Math (teacher and student edition)
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grade is currently at within their target, strategies that are working, challenges and next steps grounded in research. Core members meet with their grade teams on Tuesdays to continue planning collaboratively and to share research based strategies. Additionally, every grade team has a common prep(s) throughout the week that allows for them to meet and plan.

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- All teachers of the Thursday NYSESLAT Preparatory Program will be ESL or bilingual certified and licensed. Students will be working from the "New York ELLs" books by Continental Press to help them prepare for the Spring NYSESLAT exam.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

Data Collection Dates: November 7, January 16, March 13, June 15. On February 13th, data collected on January 16th will be revisited and analyzed to determine if students in grades 3-5 are on target for meeting their projected goals.

First Performance Task End Dates:

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- 4th: November 21
- 5th: TBD

Mock Exam Dates: January 19, February 13, March 3. Results of the CCLS Ready NY mock exam in ELA will be analyzed. Trends will be identified and teachers will use projections to help guide their next steps.

NYSESLAT Mock Exam Date: A mock exam will be administered March 16.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELLs, bottom third performing students	Writing A-Z, Vocabulary A-Z; close reading strategies, interactive writing and explicit teaching of foundational writing skills and the writing process	Small group	Once a week, after school for 2 hours
Mathematics	ELLs, SWDs and bottom third performing students	Go Math online skill and concept work, interactive videos and games for reinforcement; center activity work	Small group, one to one	5 times a week (during the school day)
Science	ELLs, bottom third performing students in 4 th grade	FOSS program	Small group; combination of push in and pull out services	4 times a week (during the school day)
Social Studies	ELLs in grade 3	Repeated readings and interactive writing	Small group	4 times a week (during the day)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP and teacher recommendations	Read alouds targeting social, emotional and behavior development; group discussions on PBIS character traits; interactive writing; engaging activities (crafts, etc.)	Small group and/or one-to-one as mandated by child's IEP	30 minute sessions daily (during school day)

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All teachers are highly qualified. The following structures are in place for recruitment, retention and support of high quality professional development that ensures staff is highly qualified.</p> <ul style="list-style-type: none"> • Common Planning: These sessions are programmed into every teacher's schedule. The focus of these sessions is for teachers to review their curriculum, plan units and lessons and review student work to make further refinement to the school curriculum. These sessions are an opportunity for horizontal articulation and a means by which to develop next steps as a team. • Intervisitations: Teachers are encouraged to visit their colleagues and perform low inference observations with the purpose of seeing best practices. These sessions occur as needed as a result of feedback from administration. Formal observations, instructional snapshots, low inference observations and/or teacher self-selection based on their goals are considered to help determine visits. Additionally, teachers can request to conduct low inference observations as a way of identifying effective strategies. • Core Inquiry Teacher Team Meetings: These sessions allow teachers to come together in a horizontal and vertical manner across the grades to focus on struggling students by reviewing school wide data and identifying student needs. Through the inquiry process, teacher teams set long and short term goals and use protocols for looking at student work. The core team of teachers consists of one member from each teacher team and meets once a month to share best practices from research and to discuss student progress school wide. The team is made up of special education, ESL/Bilingual, and general education teachers. • Bilingual Team Support PD: Our K-2 bilingual teachers receive strategic professional development on a monthly basis. To date, workshops have been conducted by our principal, assistant principal, ESL coordinator and from our ELL network support person. • New Teacher Mentoring: All new teachers are scheduled to receive mentoring twice a week from experienced, tenured teachers. During these sessions, they articulate challenges they may be having and establish a plan for addressing these and any other issues. The mentor teacher shares best practices to help the new teacher develop and refine their own teaching style, with effective strategies and approaches for struggling students. Additionally, all new teachers have been partnered with experienced, effectively rated staff members in an ICT setting. These partner teachers are also available to support the new teachers. • New Teacher PD: All new teachers meet with the principal on a biweekly basis for professional development. These sessions are conducted within a small group or on an individual basis depending on the session topics. The profession development covers a range of topics. At these sessions, the new teachers are encouraged to engage in honest conversation about how they are adjusting, voicing any questions, concerns or comments they may have. • Differentiated PD: Every Monday, our teaching and paraprofessional staff is engaged in differentiated

professional development. The session topics are determined based on the feedback the PD Committee receives. They survey all participants after each session asking what they were able to take away from the workshop and what they would have liked to have been done differently.

- School Implementation Team (SIT): The team is composed of members from the school based support team (SBST), our guidance counselor, SETTS provider and our administrators. They deal directly with tenets of special education reform. They are tasked with developing structures that ensure teachers and providers are trained and supported to safeguard the academic and social success for students with IEPs, reviewing the recommended programs and services of students within the school to ensure appropriate access to the least restrictive environment to the maximum extent possible and creating/implementing a professional development plan for teachers and related service providers. Our SETTS provider serves as the special education liaison. She and the team have developed a protocol for office staff to welcome new families with children who may already have an IEP.
- Pupil Personnel Team (PPT): This team meets to discuss cases as they come up and address the issues surrounding each.
- Positive Behavior Intervention Strategies (PBIS) Committee: These sessions provide team members an opportunity to review school data from sources such as OORS, ATS and I-log to identify areas/staff members in need of school support in the school building and design strategies for improving student behavior and preventing occurrences. Team members work to develop a school wide matrix, chants, pledges, activities, assemblies and programs which motivate students to learn and demonstrate positive behavior. Team members consist of classroom/out of classroom teachers, as well as the guidance counselor, parent coordinator and an administrator in an effort to ensure that all voices are heard and information is disseminated to the school wide community.
- Outside Professional Development: These sessions provide participants with the ability to be involved in professional learning at the Network level to learn about new citywide initiatives or to refine content area pedagogy by attending sessions with an instructional specialist. Some of these sessions will take place at colleges or other educational organizations. Participants in these sessions are both teachers and administrators. Administrators may attend outside sessions with teachers to deepen the learning or they may attend outside sessions targeted specifically for the principal or assistant principals.

2b. 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).

- Common Planning: These sessions are programmed into every teacher's schedule. The focus of these sessions is for teachers to review their curriculum, plan units and lessons and review student work to make further refinement to the school curriculum. These sessions are an opportunity for horizontal articulation and a means by which to develop next steps as a team.
- Intervisitations: Teachers are encouraged to visit their colleagues and perform low inference observations with the purpose of seeing best practices. These sessions occur as needed as a result of feedback from administration. Formal observations, instructional snapshots, low inference observations and/or teacher self-selection based on their goals are considered to help determine visits. Additionally, teachers can request to conduct low inference observations as a way of identifying effective strategies.
- Core Inquiry Teacher Team Meetings: These sessions allow teachers to come together in a horizontal and vertical manner across the grades to focus on struggling students by reviewing school wide data and identifying student needs. Through the inquiry process, teacher teams set long and short term goals and use protocols for looking at student work. The core team of teachers consists of one member from each teacher team and meets once a month to share best practices from research and to discuss student progress school wide. The team is made up of special education, ESL/Bilingual, and general education teachers.
- Positive Behavior Intervention Strategies (PBIS) Committee: These sessions provide team members an opportunity to review school data from sources such as OORS, ATS and I-log to identify areas/staff members in need of school support in the school building and design strategies for improving student behavior and preventing occurrences. Team members work to develop a school wide matrix, chants, pledges, activities, assemblies and programs which motivate students to learn and demonstrate positive behavior. Team members consist of classroom/out of classroom teachers, as well as the guidance counselor, parent coordinator and an administrator in an effort to ensure that all voices are heard and information is disseminated to the school wide community.

- **Outside Professional Development:** These sessions provide participants with the ability to be involved in professional learning at the Network level to learn about new citywide initiatives or to refine content area pedagogy by attending sessions with an instructional specialist. Some of these sessions will take place at colleges or other educational organizations. Participants in these sessions are both teachers and administrators. Administrators may attend outside sessions with teachers to deepen the learning or they may attend outside sessions targeted specifically for the principal or assistant principals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Open House: Parents of preschool children enrolled in early childhood programs are invited to an open house in the Spring. During this time, they visit the kindergarten classrooms and watch as the students engage in a lesson. Afterwards, they are invited to speak with the teachers for a brief question and answer session. Following this, our parent coordinator hosts a wrap up session. There, the guidance counselor, pupil accounting secretary and administration are available to talk with the parents as well.

Turning 5's: Parents of students with disabilities meet with our school based support team (SBST) staff. The SBST explains the process for evaluating and, if necessary, placing their child into a special education setting. The IEP process is discussed and any questions or concerns the parents may have are addressed at this time.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are invited to become part of the decision making process regarding assessments. Administration engages in conversation with teacher teams and grade leaders to get their opinion on specific assessments that are currently in use or are being considered. When looking to introduce a new program, teachers are encouraged to research products. When vendors come, all staff is given an opportunity to sit in on meetings and ask questions before completing a survey. The feedback is reviewed by administration and lead teachers before our principal makes a final decision. Currently, K-2 teachers are working to revise the assessments within the Reading Street Program so they are more rigorous and aligned to the CCLS. Moreover, grades K-5 are administering Go Math assessments that have been revised last year by administrators and teacher staff after it was decided that the exams were too time consuming. The new exams are shorter in length but still assess the same skills. A pre and post assessment was made from the original exams.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	444,120.64	X	
Title I School Improvement 1003(a)	Federal	444,120.64	X	
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	106,730	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal	12,244	X	
Tax Levy (FSF)	Local	2,302,112		

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

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

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

School-Parent Compact (SPC) Template

[School name], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K086

School Name: The Irvington

Cluster: 412

Network: 412

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.

The following six languages (other than English) have been identified in this school as per the RHLA and RPOB reports in ATS:

- Arabic
- Cantonese
- Chinese
- Spanish
- Tibetan
- Urdu

Our school has a translation and interpretation team comprised of school staff and parent volunteers. This team is dedicated and responsible for providing interpretation services parents whose primary language is one other than English. The translation unit is also used to help translation notices and other print materials that are distributed to parents in low incidence languages. This team functions with the goal of ensuring that all parent communication is relayed in the language that the parents request. Upon enrollment at the school, parents are asked to specify their primary language on the child's emergency card. The parents' preferred language of communication is also noted on the Home Language Identification Survey (HLIS) which is ordered for all 9 languages provided by the Department of Education. The HLIS is completed upon registration of newly enrolled students to the NYC school system. The ESL certified teacher then assigns a language code based on the HLIS responses. This code is recorded in ATS by the Pupil Accounting Secretary. Parents receive information regarding their child's education through school notices, phone calls and formal/informal meetings in their preferred language (English, Spanish or another low incidence language).

Our parent coordinator facilitates monthly meetings for the Parent Teacher Association (PTA) and holds them in English and Spanish. Parents of low incidence languages are invited to bring a friend or an adult family member to translate for them. If not, the school will provide the translator. For instance, we have an American Sign Language (ASL) interpreter assigned by the Department of Education to come to each PTA meeting for the entire school year. The ASL interpreter also comes for parent-teacher conferences and other meetings to translate for the two

parents who need the ASL interpretation.

Our school relies on bilingual staff members, parent volunteers and the Translation Unit to meet all our translation needs. We also utilize an automatic phone messaging system, Global Connect, to communicate important messages to parents. We rely on the data from the RHLA and RPOB reports from ATS to determine the interpretation and translation needs of our students and their families.

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.

56% Spanish, 34% English, and 10% is made up of the following languages: Arabic, Bengali, Cantonese, Chinese, Tibetan and Urdu. This data is shared with the school community through several forums. Our school administrators share this information with school staff members at faculty conferences and grade conferences. The parents and guardians of our students are informed of the school's demographic findings at PTA meetings, School Leadership Team (SLT) meetings and at parent workshops. The parent coordinator, guidance counselor, social worker and parent volunteers are always available for parents as needed for further explanations and guidance. Our translation and interpretation team is also available for one to one translations. When needed, the Translation Unit is used to communicate findings and other information either via the phone or through written translations (when requested in a timely manner).

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.

Our school provides written translation services as per the Chancellor's Regulations A-663 Section VII, Part A. Document translations are performed in house by the translation and interpretation team. This team is supervised by our principal, Mabel Sarduy and is headed by Jacqueline Bautista (Guidance Counselor) who is bilingual. The staff members of this committee translate teacher and school created notices/documents that are to go out to parents in Spanish. For low incidence languages, the DOE Translation and Interpretation Unit is used. We contact them by phone Monday through Friday from 8am to 5pm at 718-752-7373 x4 or by fax at 718-752-7390. We also have staff members and parent volunteers who are a part of this committee and service as interpreters as needed. They work to translate at school meetings, parent/teacher conferences, Grade Teas, Math Nights and so on. The school receives ongoing feedback from parents via the annual parent survey and evaluation forms given at the end of each parent workshop. Our parent coordinator brings any questions or concerns to our principal who deals with addressing each issue immediately.

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.

As per the Chancellor's Regulation A-663, Part A, parents/guardians are provided with oral interpretation services. These services are provided by our school's in house language translation and interpretation team (comprised of school staff and parent volunteers). They are available for all school functions, including parent-teacher meetings (formal/informal) and for phone conversations. In cases where school staff/parent volunteers are unavailable, translations are done via the phone through the DOE Translation and Interpretation Unit. For students whose language is not yet available on content area state assessments, the Translation and Interpretation Unit provides us with contracted translators. Parents are made aware of their interpretation and translation options at all meetings.

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>.

As per the Chancellor's Regulation A-663, the parents/guardians are provided with a copy of the Bill of Parent Rights and Responsibilities. At the beginning of each school year, each student is sent home with a booklet in their parents' preferred language. This booklet includes a copy of the Bill of Parent Rights and Responsibilities, which explains parents' rights for interpretation and translation services. Rights for interpretation notices are posted throughout the school (in the lobby of the main entrance and outside the main office) in each of the languages represented in our school. Copies are available to parents/guardians in the parent coordinator's office. Also, included in the packet that goes home with the students is the Student Code of Conduct (in the parents' preferred language). The notices also explain the school's mission and rules and regulations. All relevant information related to attendance, health, safety, discipline, standards and performance is made available to parents in their primary language. In the event of an emergency, the school is able to effectively reach out to parents/guardians via our automated phone messaging system (Global Connect). Moreover, all classroom teachers have a copy of their students' Health/Emergency Contact blue card. All staff has access to the students' contact information as well. Our Pupil Accounting Secretary ensures that all information is up to date at the beginning of each month. This updated list is distributed to administration. The list includes contact phone numbers for each student.