



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

21K095

School Name:

THE GRAVESEND SCHOOL

Principal:

JANET NDZIBAH

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Gravesend School School Number (DBN): 21K095
School Level: Elementary/Middle School Grades Served: Pre K – 8
School Address: 345 Van Sicklen Street Brooklyn, N.Y. 11223
Phone Number: 718- 449-5050 Fax: 718- 449- 3047
School Contact Person: Janet Ndzibah Email Address: JNdzibah@schools.nyc.gov
Principal: Janet Ndzibah
UFT Chapter Leader: Georgia Nikoloudakis
Parents’ Association President: Khulood Elaza
School Leadership Team
Chairperson: Jessica Grasso
Student Representative(s): n/a

District Information

District: 021 Superintendent: Isabel DiMola
Superintendent’s Office Address: 1401 Emmons Avenue Room 101 Brooklyn, N.Y. 11235
Superintendent’s Email Address: IDimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: CFN 409 Network Leader: Neil Opromalla

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 School Comprehensive Educational Plan (SCEP) 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:

1. 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*.
2. 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.**
3. 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)
Janet Ndzibah	*Principal or Designee	
Georgia Nikoloudakis	*UFT Chapter Leader or Designee	
Khulood Elaza	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Agnese D'Istria	Member/ Elected UFT	
Jessica Grasso	Member/ Elected UFT	
Nicole Kaplan	Member/ Elected UFT	
Diana Rivera	Member/ Elected UFT	
Margarita Garcia	Member/ Elected Parent	
Viktoriya Kryvoruchko	Member/ Elected Parent	
Christina Maialo	Member/ Elected Parent	
Kathy Mercer	Member/ Elected Parent	
Blandina Morales	Member/ Elected Parent	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 SCEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
6. **Step 3:** 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, M measurable, Achievable, Relevant, and Time-bound.
7. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
8. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
9. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Mission:

"Our goal is to acknowledge that every child is capable of great success. We believe in maintaining high expectations for all students by providing a safe, respectful environment that will nurture and guide students towards becoming self-motivated learners. Through this balance each child will be encouraged to achieve excellence in the academic, physical, emotional and social realms."

Public School 95 is a K-8 Public School that services 985 students. Our student body demographics are as follows: 40% Hispanic, 26% Asian, 24% Caucasian and 10% African American. 14% of our students are identified as English Language Learners and 18% of our students are identified as Students with Disabilities. Our school is a Title 1, School Wide Project School in which all of our students qualify for free breakfast and lunch.

Public School 95 has been so fortunate to partner with many Community Based Organizations to enrich our school offerings for students. We have partnered with NIA, a community based organization to provide a free after school program for our students in grades K-5. During this time, students receive homework support, exposure to hands-on content area learning, as well as extra-curricular activities such as the arts, movement, sports etc. Through our 21st Century Grant our students in grades 3-8 have been able to receive additional academic support in ELA and Mathematics. In addition, a portion of these funds have been used to partner with several Community Based Organizations such as, The Leadership Program, Urban Arts, Creative Connections and Global Language Project to provide extracurricular activities for students (martial arts, chess, basketball, digital media etc.), parent workshops and support for our families, as well as professional development opportunities for teachers. With strategic budgeting, our school has also been able to also provide several after-school programs and a Saturday Academy to provide extended learning time for targeted groups of students, in all grades, to ensure students make academic growth.

As a school community one of our school's biggest strengths is the collaborative learning communities that our teachers and administrative staff have formed over the past few years. Due to our successful teamwork, we have been able to fully align our ELA and Mathematics curriculum and task work to ensure alignment to the Common Core Learning Standards. We have also tailored our content area teaching to incorporate the ELA Common Core Learning Standards and Instructional Shifts. Teachers meet several times a week to analyze and utilize data to notice trends in student work and make informed decisions on how to meet the individual needs of our students. As a result our school has made gains in the number of students performing on levels 3 and 4 on the New York State ELA Assessment (29.3% to 36.1% = 6.8% increase) and the New York State Math Assessment (39.9% - 48.8% = 8.9% increase). In addition our school has made Annual Yearly Progress for all students and sub groups in ELA and Mathematics as determined by New York State.

As a school community we continue to look for ways to better enhance our teaching strategies and techniques to ensure continued growth for all students. Although students made progress in ELA and Mathematics and we increased the number of students performing at and above grade level during the 2013 – 2014 school year, we continue to reflect, revise, plan and learn additional ways to further increase the number of students performing at and above grade level (Levels 3 and 4).

There are many areas of celebration and unique activities going on at PS/IS 95. In addition to many of the items described in the above indicators, we are also proud of the following things in place in our school;

- Monthly classroom celebrations where we invite parents into the classrooms to celebrate their child's work and observe lessons in various curriculum areas.
- We have been fortunate to be the recipient of a CASA Grant from our Councilman for the fourth year in a row. This grant has brought an afterschool art program to our building. During this program students work under the direction of professional artists so that they can design and create a growing mural for our entrance way and first floor.
- We have also been participating in many volunteer and charity activities. Our school gives back to organizations such as Jeans for Teens, Penny Harvest, Socktober, Toys for Tots, American Heart Association, and the March of Dimes.
- PS/IS 95 also hosts many extra curricular activities to build school spirit such as: staff vs. student basketball games, school

dances, pumpkin patch, Halloween Parade, art galleries, Chinese New Year Celebrations, Talent Show, Dance Festival, Music Concerts, Middle School Musicals, 5th Grade Musical etc.

- We also host Lunch and Learn sessions with students and teachers.
- We have clubs set up for students in middle school. These clubs are academic in nature and are run by teachers. The students participate in these clubs of their choice weekly during their lunch period. These clubs include; Chess Club, Architect (3-D Art) Club, Publisher Club, Science Club, Math Game Club, School Band, Student Government, and Educator's Club. The Educator's Club is unique because it not only involves our Middle School students, but also our elementary students. In this club our upper grade level students are able to assist and support strategies taught in the classroom. The middle school students push in to elementary classrooms to reinforce what the students are working on.
- We have celebrations such as Student of the Month, Perfect Attendance and Honor Roll to celebrate our student's accomplishments.

21K095 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	981	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	7	# Drama
# Foreign Language	4	# Dance	3	# CTE
School Composition (2013-14)				
% Title I Population	63.8%	% Attendance Rate		93.8%
% Free Lunch	65.9%	% Reduced Lunch		2.1%
% Limited English Proficient	13.7%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		9.0%
% Hispanic or Latino	38.6%	% Asian or Native Hawaiian/Pacific Islander		27.0%
% White	23.7%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.83	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.1%	Mathematics Performance at levels 3 & 4		48.8%
Science Performance at levels 3 & 4 (4th Grade)	83.9%	Science Performance at levels 3 & 4 (8th Grade)		52.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 3 Statement of Practice (SOP) Addressed	HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Over the past few years, our school community has work collaboratively to meet the demands of Tenet 3 by:

- Providing common planning time for teachers to align our curriculum practices with the Common Core Learning Standards.
- Teachers have dissected the Common Core Learning Standards to identify the demands of the standards.
- Teachers have studied the Common Core Learning Standards vertically to identify the progression of isolated standards through various grade levels.
- Teachers collaboratively norm rubrics and score student work samples for quality assurance and standard alignment. In addition, teachers design common core aligned tasks and assessments to monitor student learning.
- Teachers meet various times during the week to analyze student work samples, identify trends in data and modify lessons to meet students’ individual needs.
- All teachers infuse the ELA Common Core Learning Standards and Instructional Shifts into their daily planning of lessons to give students multiple access to standard based learning over the course of the school day.
- Provide extended learning opportunities in ELA and Mathematics after school and/or on Saturday.

The school will continue to focus on the following priorities to ensure continued progress is made in Tenet 3:

- Teachers and staff will continue to receive professional development opportunities focused around a deeper understanding of the common core learning standards to assure a rigorous common core aligned curriculum map.

- The school community will focus on 3 identified indicators of Domain 3 of the Danielson Framework for Teaching: Question and Discussion Techniques (3b), Engaging Students in Learning (3c) and Assessment in Instruction (3d).
- Teachers will continue to analyze data and make adjustments to teaching and pacing of units of study to ensure we are meeting the individual needs of students.
- Student’s data will be carefully monitored to provide students with additional learning opportunities and Academic Intervention Services on an as needed basis.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the percentage of all students in grades 3-8 performing at or above proficiency in ELA will increase by 5% as measured by the 2015 NYS ELA Assessment.

By June 2015, the percentage of all students in grades 3-8 performing at or above proficiency in Mathematics will increase by 5% as measured by the 2015 Math Assessment.

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:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<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>1. Professional Development / Collaborative Planning – After a careful analysis of our school data, we have tailored a professional development calendar to provide learning opportunities for all stakeholders to ensure our curriculum is robust, rigorous and aligned to the Common Core Learning Standards with a strong focus on Designing Coherent Instruction (1e) Question and Discussion Techniques (3b), Engaging Students in Learning (3c) and Using Assessment in Instruction (3d) as Measured by the Charlotte Danielson Framework for Teaching. With this lens our school will continue to focus on task design, norming rubrics, analyzing anchor, standard based student work as well as our students’ work products (horizontally and vertically), utilizing data to revise curriculum maps and pacing calendars utilizing Depth of Knowledge (DOK) and Universal Design for Learning (UDL) strategies. Professional Learning Time has been strategically scheduled to ensure all teachers have opportunities to participate in professional development, ELA Inquiry Cycles, Math Inquiry Cycles and Common Planning weekly. The school will continue to work with our Teacher’s</p>	<p>Principal, Assistant Principals, Literacy Coach, and all teaching staff members and para professionals are included in professional development opportunities.</p>	<p>Professional Development sessions are scheduled weekly from September 2014 – June 2015. Common Planning Sessions are planned weekly for teachers September 2014 – June 2015.</p>	<p>In house professional development sessions are implemented by the Principal, Assistant Principal, Teacher Leaders CFN 409 Instructional Specialists, and Staff Developers from Teachers College, Gold Mansour and Rutherford.</p>

<p>College (TC) Staff Developers to deepen our understanding of the Common Core Learning Standards and will continue to ensure better alignment of the standards within our units of study. Selected teachers (ELA Instructional Lead Teachers – on every grade) will attend lead teacher meetings monthly at Teacher’s College to better prepare for each upcoming unit of study in Reading and Writing. These sessions include a thorough understanding of lessons, checklists, standard progressions, rubrics and continuums. Lead teachers will turn key information learned to their grade level colleagues. Instructional Specialists from Children’s First Network (CFN 409) as well as Staff Developers from Gold Mansour and Rutherford will work with Special Education Teachers to design multiple entries points into the curriculum to support Students with Disabilities (SWD). Staff Developers from Global Language Project will also work closely with our ESL Teachers to design multiple entry points for our English Language Learners (ELLs). Teachers will work together to carefully monitor student success with the implementation of these strategies from each unit’s initial pre-assessment to the final post-assessment. Additional professional development sessions will be given to Early Childhood Teachers (grades K-2) on how to administer, analyze and utilize Running Record Data to better support Struggling Readers through focused, data driven conferences, guided reading and strategy groups. Additional professional development opportunities will also be given to teachers in grades 3-8 on text complexity and designing close reading opportunities for students.</p> <p>Our School’s Professional Development Calendar will also include a focus on Mathematics, including a strategic focus on math task design, analyzing student work products, utilizing data to revise math curriculum maps and pacing calendars utilizing DOK and UDL strategies. Selected teachers (Math Instructional Team Leaders on every grade) will participate in monthly co-planning opportunities with a partner school. Selected teachers will attend Exemplar training. All team members will share the information learned at these professional development sessions with the colleagues on their respective grade. Through the inquiry process, the Principal, Assistant Principals, and Teachers will work collaboratively to align and analyze Exemplars in Mathematics to deepen critical and problem solving skills. This will provide rigorous task opportunities for students. Through the Math Inquiry Process, the principal, Assistant Principals and Teachers will work collaboratively to evaluate student work generated from Math Exemplars in order to revise curriculum maps and determine next steps in pedagogy for both whole and small group instruction with a focus on Students with Disabilities and English Language Learners.</p> <p>Each common planning team also receives 3 full day planning days to work closely with their colleagues to ensure curriculum alignment to student data and common core learning standards, share best practices and design common core aligned tasks.</p>		<p>Full day planning sessions for teachers are planned for December, February and June.</p>	
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<p>The Administrative Cabinet Members also attend outside Professional Development Sessions to deepen their pedagogy for better supporting the school community.</p>			
<p>2. Inquiry Work (Task Development / Analysis of Student Work) Through the inquiry process, the Administrative Cabinet and Teachers will work collaboratively to examine the effectiveness of the curriculum, ensure alignment of the curriculum to the Common Core Learning Standards, and will develop standards based pre and post assessments to analyze and monitor student progress in English Language Arts and Literacy. Through the Inquiry Process, the Administrative Cabinet and Teachers will work collaboratively to evaluate student work with aligned rubrics, generated from pre and post assessments in order to revise curriculum maps, pacing and determine next steps in pedagogy for both small and whole group instruction targeting Students with Disabilities and English Language Learners. Core Inquiry Team Members will participate in weekly vertical planning meetings to learn protocols, and to analyze student work across grade levels to better align our schools curriculum maps, rubrics, and tasks.</p>	<p>Principal, Assistant Principals, Literacy Coach and Teachers are all involved in Inquiry Work.</p>	<p>Inquiry Work takes place weekly for all team members in Literacy and in Mathematics from September 2014 – June 2015.</p>	<p>All Inquiry Team Leaders are responsible for facilitating grade specific inquiry teams. The Principal is responsible for facilitating the core inquiry team, which is comprised of grade specific inquiry team facilitators.</p>
<p>3. Additional Professional Development Support Additional Learning opportunities will be provided for all staff members on an ongoing basis to support differentiated needs of teachers. Teachers will engage in Lunch and Learns, book clubs and after school study groups. Support groups for Teachers of Students with Disabilities and Teachers of English Language Learners. Strategies learned and shared will be used to further enhance pedagogical practices to enhance teaching and learning for students in all sub groups.</p>	<p>Teachers of Students with Disabilities, and Teachers of English Language Learners. Additional Teachers will be targeted periodically during the school year based on need as determined by informal observation notes and ratings.</p>	<p>Additional Professional Development Support will be provided for various groups of teachers periodically throughout the school year from September 2014 to June 2015.</p>	<p>The Principal, Assistant Principal and Literacy Coach will be responsible for overseeing and implementing these programs.</p>
<p>4. Academic Intervention Services (AIS) and Extended Learning Opportunities for Students The Administrative Cabinet, meet with teachers periodically during the school year to discuss the individual strengths and needs of students, using pre and post assessments, running records etc. Additional resources such as The Learning Instructional Manual (LIM) and the Behavioral Instructional Manual (BIM) will be used to design individual plans for struggling learners, SWD and ELLs to ensure strategies are implemented to</p>	<p>Students are targeted strategically for specific programs: Level 1 students (Grades 1-8) are targeted for AIS services during the school day.</p>	<p>All Academic Intervention Services and Extended Learning Opportunities for Students are added and modified</p>	<p>The Administrative Staff and Teachers are responsible for implementing and overseeing the Academic Intervention Services and Extended Learning</p>

<p>assist all students in making yearly gains and meeting the expectations of the Common Core Learning Standards.</p> <p>The Administrative Cabinet and School's Intervention Team carefully analyze student data and make ongoing adjustments to students' additional support services. Reading and Math AIS services are provided to students throughout the school day. Many students are also targeted for additional learning opportunities through our 21st Century Academic Programs on Wednesday, Thursday and Friday afternoon, SOAR Academy on Thursday and Friday afternoons, our Early Childhood Academy on Thursday and Friday afternoons and/or our Saturday Academy. In addition, an Algebra Math Regents class is provided for all higher achieving 7th and 8th grade math students.</p>	<p>Level 1 and 2 students (Grades 3-8) are targeted for the 21st Century After School Program.</p> <p>Level 1 students (grades 1-2) are targeted for the Early Childhood Academy.</p> <p>Level 3 and 4 students are targeted SOAR Academy.</p> <p>English Language Learners, Students with Disabilities and Students identified as the Bottom Third are targeted for Saturday Academy.</p>	<p>for selected students on an ongoing basis.</p>	<p>Opportunities for students.</p>
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Part 4 – Resources Needed

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

1. Professional Development: Professional Development periods are embedded weekly within the school day. Additional professional development opportunities are scheduled as follows:
 - Funds are used to provide classroom coverage and support teachers who have been identified as “Instructional Leads” in ELA and Math to meet vertically one period every week.
 - Funds are used to provide coverage for teachers to attend in house planning sessions and professional development around the expectations of the Danielson Framework, the common core standards, curriculum alignment and analyzing student work to drive instruction.
 - Outside professional development partnerships such as; Teacher’s College, Global Language Project , and Office of English Language Learners conduct on site and off site professional development opportunities for the Principal, Assistant Principals and Teachers in achieving this goal.
 - All Classroom Teachers (45) as well as all ESL Teachers (3) attend 10 full days of in house professional development sessions with Teacher’s College Staff Developers focusing on Reading and Writing units of study.
 - Eighty-eight professional development sessions are provided for teachers to attend offsite Teacher’s College Calendar Days for additional training.
 - All ELA Instructional Lead Teachers, on every grade attend grade specific offsite reading and writing professional development from TCRWP.
 - All Math Instructional Lead Teachers participate in Monthly Planning Sessions around the Go Math Program with a partnering school.

- Class coverage is provided for teachers for professional development opportunities on meeting the needs of English Language Learners provided by Global Language Project.
 - Foundations, Wilson and Leveled Literacy Intervention (LLI) programs are incorporated in classrooms to support students with disabilities and struggling readers. One teacher of Foundations and one teacher of Wilson attend support group professional development sessions over the course of the school year provided by CFN 409.
2. Inquiry Work: Weekly inquiry work is embedded into the school day. Per Session funds are utilized for all Core Inquiry Team members (8) and the Principal and one Assistant Principal to meet weekly.
 3. Additional Professional Development: Professional Development books and articles are carefully selected based on the professional needs of the staff, Common Core Standards Implementation and School's Instructional Focus. Per session funds are utilized for our school's Special Education Support Group, led by an assistant principal and our ESL support group led by the principal.

Additional Support Services: Teachers utilize research based and/or common core aligned materials (LLI, Wilson, Foundations, Best Practices in Reading, iReady etc.) Full Time AIS Teachers (2) are hired to provide additional services to students during the school day. Special Education ICT teachers in grade 1-5, utilize LLI one period a day. Materials used such as LLI, Language Power, iReady, Foundations and best practices, to utilize during our After School and Saturday programs. Per Session funds will be allocated for teachers to work After School / Saturday programs described above.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority Focus Funds													

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:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> • Student's running record data is monitored monthly. In January we will conduct a mid point progress to determine the progress of students' reading levels. • In January the school will administer a benchmark assessment to identify the specific skill students have mastered and continue to struggle with. This skills item analysis will help identify our priority skills of focus before the state exam. • Pre and post assessments are administered before and after every unit begins. The teachers and administrative staff carefully analyze these results in the beginning and end of every unit of study on identify trends, plan for small group and one to one instruction and make adjustments to the curriculum map and pacing of lessons. 				
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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	HE
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Over the past few years, our school community has worked collaboratively to meet the demands of Tenet 5 by:

- Creating a school-wide PBIS initiative for our school. Classroom teachers engage in conversations with students about our school expectations through out our school building.
- Classes and Students are rewarded and highlighted for following our “SOAR” expectations.
- The school community works together to hold all stakeholders responsible for our school’s “SOAR” expectations.

The school will continue to focus on the following priorities to ensure continued progress is made in Tenet 5:

- The school will offer additional opportunities for students to discuss issues they are facing, as well as come up with strategies for coping with these obstacles.
- All stakeholders will become aware of the systems we have in place to support all students socially and emotionally.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will receive a an overall score of 91% or higher on the School Culture component of the New York City School Survey as reported by parents, teachers and students.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to 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>
<p>1. A school-wide PBIS program will continue to be implemented to set a standard expectation for positive student behavior and peer interaction. Teachers will develop “SOAR” expectations with students and will chart desirable expectations for our “SOAR” motto: <u>S</u>uccessful Students, <u>O</u>n Time and Prepared, <u>A</u>ttitude Towards Excellence, <u>R</u>espectful of Other People and Property. “Eagle Bucks” our school’s token economy, will be distributed to students for exemplifying our school’s expectations. Students can utilize their accumulated “Eagle Bucks” at our Eagle store every other week.</p>	<p>All students in grades K-8 will be targeted</p>	<p>Ongoing from September 2014 – June 2015</p>	<p>The entire school community is responsible for implementing, and overseeing our school – wide PBIS Program.</p>
<p>2. Middle School Teachers and Students engage in weekly Advisory Groups to discuss social and emotional issues middle schoolers face and ways to cope and interact effectively with one another.</p>	<p>All students in grades 6-8.</p>	<p>Ongoing from September 2014 – 2015.</p>	<p>The Principal, Middle School Assistant Principal and all Middle School Teachers are responsible for implementing and overseeing our school-wide PBIS program.</p>
<p>3. The School’s Dean and Guidance Counselor provide ongoing assemblies, class discussions, lunch chats, and conflict resolution sessions with students to equip students with responsible and positive ways to express feelings, resolve conflict and interact with others. Teachers, Guidance Counselors and the Dean also institute Guidance Intervention, under the direction of the Administrative Staff, for students who violate the Chancellor’s Discipline Code to assist students in discovering alternative ways to deal with anger, stress etc.</p>	<p>All students in grades K-8</p>	<p>Ongoing from September 2014 – 2015.</p>	<p>The Principal, Assistant Principals and support staff</p>
<p>4. The school partners with the Leadership Group, a Community Based Organization, to provide in class sessions with students about building self-esteem, positive peer relationships, conflict resolution etc.</p>	<p>All students in grades 4-8.</p>	<p>12 week program from January 2015 – March 2015</p>	<p>The Principal, Assistant Principals, Dean, Guidance Counselor, and Staff</p>
<p>5. The Administrative Staff, Parent Coordinator, Dean and Guidance Counselor plan workshops for parents to inform them of our initiatives around Social and Emotional Intelligence as well as provide support for them to infuse these strategies outside of school.</p>	<p>All staff, and families of all of our students.</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>The Administrative Staff</p>

Part 4 – Resources Needed

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

6. Our PBIS program is self-sustaining. Funds raised by the PTA are utilized to sustain materials needed for our Eagle Store.
7. Two periods a week are programmed into all 7th and 8th grade teachers programs to facilitate advisory groups.
8. The guidance counselor and dean positions are funded to support this work.
9. Our partnership with The Leadership Program is funded through our 21st Century Grant.

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 I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus Funds

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.

In January, students will take an anonymous survey around our school culture. Results from the survey will be compared to last year’s results. Modifications to our plan will be made based on mid-year feedback from the surveys returned.

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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	HE
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Over the past few years, our school community has worked collaboratively to meet the demands of Tenet 4 by:

- Providing common planning time for teachers to infuse Universal Design for Learning strategies and techniques to our daily lessons to ensure all students have entry points into common core aligned tasks and learning.
- Teachers collaboratively norm rubrics and score student work samples for quality assurance and standard alignment. In addition, teachers design common core aligned tasks and assessments to monitor students learning.
- Teachers meet various times during the week to analyze student work samples, identify trends in data and modify lessons to meet students' individual needs.
- All teachers infuse the ELA Common Core Learning Standards and Instructional Shifts into their daily planning of lessons and provide students multiple entry points to standard based learning over the course of the school day.
- Provide extended learning opportunities in ELA and Mathematics after school and/or on Saturday.
- Teachers of students with disabilities and English Language Learners receive additional targeted PD to support the specific needs of the students they service.

The school will continue to focus on the following priorities to ensure continued progress is made in Tenet 4:

- Teachers and staff will continue to receive professional development opportunities focused around a deeper understanding of Universal Design for Learning to provide multiple entry points for all learners to access the curriculum.
- Teachers will engage in specialized professional development opportunities to learn additional UDL strategies and techniques.

- Teachers will continue to analyze data and make adjustments to teaching and pacing of units of study to ensure we are meeting the individual needs of students.
- Student's data will be carefully monitored to provide students with additional learning opportunities and Academic Intervention Services on an as needed basis.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of students in the bottom third of our school community, inclusive of English Language Learners and Students with Disabilities will make progress as measured by the 2015 NYS ELA Assessment.

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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<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><u>1. Professional Development / Collaborative Planning:</u> Our school's professional development calendar will include a strategic focus on task design, norming rubrics, analyzing student work products, utilizing data to revise curriculum maps and pacing calendars utilizing DOK and UDL strategies. ELA Inquiry cycles will be designed and executed to support this work in Reading and Writing. The school will work with Teacher's College Staff Developers to examine the TC tasks aligned to the units of study in reading and writing and implement these tasks across the school year. Selected teachers (ELA instructional team leaders) will attend lead meetings at Teacher's College to plan for upcoming reading and writing units of study. These standards based sessions include a thorough understanding of all checklists, rubrics and continuums. Teachers will turn key information to the other teachers on their grade. CFN 409 Instructional Specialist as well as the school's Staff Developers from Gold Mansour and Rutherford, will work with self-contained and ICT teachers to revise units of study with a strong emphasis on their student's pre-assessment data and the implementation of UDL strategies. CFN 409 Instructional Specialist will work with self-contained Special Education Teachers to understand how to implement UDL strategies throughout a particular unit of study in order to ensure student success from the initial assessment (pre) to the final assessment (summative/ post) of the unit. Additional professional development sessions will be given to Grades K to 2 teachers on</p>	<p>Principal, Assistant Principals, All Teachers, Selected Teachers, Lead Teachers and Support Service Providers. In house Professional development workshops will be given by the administration cabinet, CFN 409 Instructional Specialists, Global Language Project, and Gold Mansour and Rutherford Staff</p>	<p>Professional Development and Planning sessions are scheduled weekly from September 2014 – June 2015.</p>	<p>Principal, Assistant Principals, All Teachers, Selected Teachers, Lead Teachers and Support Service Providers. In house Professional development workshops will be given by the administration cabinet, CFN 409 Instructional Specialists, Global Language Project, and Gold Mansour and Rutherford Staff Developers. Outside Professional Development opportunities will be given by TC, CFN 409, Office of</p>

<p>carefully analyzing running record data to support struggling readers. Additional professional development opportunities will also be given to grades 3 – 8 teachers in text complexity and close reading. Staff developers from Global Language Project will work closely with our ESL teachers to analyze NYSESLAT data to revise units of study to meet the needs of ELL students.</p>	<p>Developers. Outside Professional Development opportunities will be given by TC, CFN 409, Office of English Language Learners, and Exemplar Math etc.</p>		<p>English Language Learners, and Exemplar Math etc.</p>
<p><u>2. Inquiry Work (Task Development / Analysis of Student Work):</u> Through the Inquiry process Principal, Assistant Principals and Teachers will work collaboratively to examine the effectiveness of the curriculum; ensure alignment of the curriculum to the Common Core Learning Standards and develop appropriate pre/post literacy tasks aligned with DOK Levels. Through the Inquiry process Principal, Assistant Principals and Teachers will work collaboratively to evaluate student work with aligned rubrics, generated from pre and post administrations of the literacy tasks in order to revise curriculum maps, pacing and determine next steps in pedagogy for both whole and small group instruction targeting Students with Disabilities and English Language Learners. Core Inquiry Team Members will participate in vertical planning protocols to better align school wide curriculum maps, rubrics and assigned tasks to the common core learning standards.</p>	<p>The Administrative Team, Core Inquiry Team, ELA Instructional Team and Math Instructional Team and Teaching Staff.</p>	<p>Inquiry Work is facilitated two days a week for every grade: one day is dedicated to ELA and the second day is focused on Mathematics from September 2014 – June 2015. <i>The Core Instructional Team also meets weekly every Tuesday after school - hours from October 2014 until June 2015.</i></p>	<p>Administrative Cabinet, Core Inquiry Team Members and all Teaching Staff</p>
<p><u>3. Analyzing Student Data:</u> Principal and Assistant Principals will meet with teachers and as an administrative cabinet to discuss the individual strengths and needs of students, using pre and post assessments, running records etc. Additional resources such as The Learning Instruction Manual (LIM) and The Behavioral Instructional Manual (BIM) will be used to design individual plans for struggling learners, SWDs and ELLs to ensure strategies are implemented to assist all students in making yearly gains and meeting the expectations of the Common Core Learning Standards.</p>	<p>Principal, Assistant Principals, All Teachers, Lead Teachers and Support Service Providers. In house Professional development workshops will be given by the administration cabinet, CFN</p>	<p>Analyzing student work is an ongoing process completed throughout the entire school year from September 2014 – June 2015</p>	<p>Principal, Assistant Principals and Literacy Coach</p>

	409 Instructional Specialists, Global Language Project, and Gold Mansour and Rutherford Staff Developers. Outside Professional Development opportunities will be given by TC, CFN 409, Office of English Language Learners, and Exemplar Math etc.		
4. <u>Additional Professional Development Support</u> - Principal, Assistant Principals and Teachers will engage in a lunch and learn book club to acquire alternative close reading strategies to support students in being able to better comprehend more challenging texts. Strategies learned will be utilized to enhance pedagogical practices, curriculum development and task design. Principal will facilitate a weekly book club and professional development sessions with ESL teachers (3). The Special Education Assistant Principal will also facilitate a special education planning group after school once a week with special education teachers (5) to provide additional professional development opportunities for special education teachers around planning with UDL strategies.	Principal, Assistant Principals, ESL Teachers, Special Education Teachers, ESL Teachers, Additional Teaching Staff as identified	Additional Professional Development opportunities will be available for interested staff members from November 2014 until June 2015.	Principal, Assistant Principals, ELA Coach
5. <u>Additional Support Services for Students:</u> The Administrative Cabinet and Response to Intervention Team (RTI Team) carefully look at student data and make ongoing adjustments to students' additional support services. Reading and Math AIS services are provided to students throughout the school day, who are not performing at or above grade level standards. Additional support services are also provided for students through our Enrichment Academy Program for our Scholars Academy Afterschool Program on Wednesdays, Thursdays and Fridays afterschool and our ESL and Saturday Academy on Saturday mornings.	Principal, Assistant Principals, RTI Team, SAT Team, targeted students, AIS Teachers, F-Status Teacher, After School Teachers and Saturday Academy Teachers, Students and	Additional Support Services during the school day (AIS in ELA and Math) are made available to students on a needed basis from September 2014 – June 2015. Enrichment Academy on Wednesdays, Thursdays	Principal, Assistant Principals, RTI Team, SAT Team, targeted students, AIS Teachers, F-Status Teacher, After School Teachers and Saturday Academy Teachers

	Families	and Fridays are scheduled from October 2014 until June 2015. Our ESL and Saturday Academy are scheduled from January 2015 until May 2015.	
6. Parent Outreach and Monitoring of Attendance: Principal, Assistant Principals, Teachers and Support Staff will meet periodically with families of level 1 and level 2 students to inform them of their students' progress, common core expectations, as well as additional school programs available to provide additional educational opportunities for their child during the school day, after school and on Saturdays. Daily school attendance and attendance in after school and Saturday programs are carefully monitored each week. Continuous parent outreach will be made to families when children are absent from school and programs.	Principal, Assistant Principal, Teachers, Attendance Team, Parent Coordinator, Classroom Teachers, Students and Families	A strong focus on parent outreach and monitoring of attendance for all Level 1 and Level 2 students will be ongoing from September 2014 until June 2015.	Principal, Assistant Principal, Teachers, Attendance Team, Parent Coordinator and Classroom Teachers

Part 4 – Resources Needed

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

4. **Professional Development:** Professional Development periods are embedded weekly within the school day. Additional professional development opportunities are scheduled as follows:
- Funds are used to provide classroom coverage and support teachers who have been identified as “Instructional Leads” in ELA and Math to meet vertically one period every week.
 - Funds are used to provide coverage for teachers to attend in house planning sessions and professional development around the expectations of the Danielson Framework, the common core standards, curriculum alignment and analyzing student work to drive instruction.
 - Outside professional development partnerships such as; Teacher’s College, Global Language Project, and Office of English Language Learners conduct on site and off site professional development opportunities for the Principal, Assistant Principals and Teachers in achieving this goal.
 - All Classroom Teachers (45) as well as all ESL Teachers (3) attend 10 full days of in house professional development sessions with Teacher’s College Staff Developers focusing on Reading and Writing units of study.
 - Eighty-eight professional development sessions are provided for teachers to attend offsite Teacher’s College Calendar Days for additional training.
 - All ELA Instructional Lead Teachers, on every grade attend grade specific offsite reading and writing professional development from TCRWP.
 - All Math Instructional Lead Teachers participate in Monthly Planning Sessions around the Go Math Program with a partnering school.

- Class coverage is provided for teachers for the following professional development opportunities on meeting the needs of English Language Learners provided by Global Language Project.
 - Foundations, Wilson and Leveled Literacy Intervention (LLI) programs are incorporated in classrooms to support students with disabilities and struggling readers. One teacher of Foundations and one teacher of Wilson attend support group professional development sessions over the course of the school year provided by CFN 409.
5. Inquiry Work: Weekly inquiry work is embedded into the school day. Per Session funds are utilized for all core inquiry team members (8) and the principal and one Assistant Principal to meet weekly.
6. Additional Professional Development: Professional Development Books and articles are carefully selected based on the professional needs of the staff, Common Core Standards Implementation and School’s Instructional Focus. Per session funds are utilized for our school’s special education support group, led by an assistant principal and our ESL support group led by the principal.

Additional Support Services: Teachers utilize research based and/or common core aligned materials (LLI, Wilson, Foundations, Best Practices in Reading, iReady etc.) Full Time AIS Teachers (2) are hired to provide additional services to students during the school day. Special Education ICT teachers in grade 1-5, utilize LLI one period a day. Materials used such as LLI, Language Power, iReady, Foundations and best practices, to utilize during our Afterschool and Saturday programs. Per Session funds will be allocated for teachers to work after school / Saturday programs described above.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Priority Focus Funds													

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:

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

12. Specify a timeframe for mid-point progress monitoring activities.

- Teachers have been asked to track and set short interim goals for their bottom third students. Teachers meet periodically with their immediate supervisors to review these goals and carefully monitor student progress.
- Student’s running record data is monitored monthly. In January we will conduct a mid point progress to determine the progress of students’ reading levels. Adjustments are made to AIS groupings based on this updated data.
- In January the school will administer a benchmark assessment to identify the specific skills students have mastered and continue to struggle with. This skills item analysis will help identify our priority skills of focus before the state exam.
- Pre and post assessments are administered before and after every unit begins. The teachers and administrative staff carefully analyze these results in the beginning and end of every unit of study on identify trends, plan for small group and one to one instruction and make adjustments to the curriculum map and pacing of lessons.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	HE

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Over the past few years, our school community has worked collaboratively to meet the demands of Tenet 2 by:

- The Principal publishes and distributes Instructional Coherence Memos to celebrate the best practices of the school building and reiterate our school’s expectations around teaching and learning to ensure coherence of instruction.
- The administrative cabinet looks at students’ data and teacher observation data monthly to identify trends, and make adjustments to the school’s programming and professional development calendar based on these needs.
- The administrative cabinet conducts instructional walks to norm our observation process as well as monitor the instructional practices and expectations presented in professional development.
- The administrative cabinet will provide more differentiated opportunities for professional development of teachers based on Danielson Ratings and Feedback from Informal Observations.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will receive an overall rating of “Well Developed” on quality indicator 4.1 (Teacher Observation, Feedback and Support) as measured by the Principal Performance and/or Quality Review processes.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to 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>
1. Principal and Assistant Principals will conduct Instructional Rounds to norm the utilization of the Danielson Framework for Teaching for informal observations. This will build coherence amongst the Administrative Staff around rating instruction and providing effective feedback to the teaching staff.	Principal and Assistant Principals	Ongoing from September 2014 to June 2015	Principal
2. All teachers will reflect on last year’s ratings and feedback to complete a needs assessment and set professional teaching goals. The Administrative Cabinet will meet periodically with teachers over the course of the school year to monitor, assess, and re-evaluate the progress teachers are making during the school year towards the achievement of their professional development goals. The school’s professional development calendar and focus will be analyzed and revised to reflect teacher observation data. Professional development sessions will be linked to the Danielson Framework for teaching to support teachers in identifying how school wide expectations for teaching and learning satisfy the various indicators of the Danielson Framework for Teaching.	All Teaching Staff	Ongoing from September 2014 to June 2015	Principal and Assistant Principals
3. The Administrative Cabinet will conduct frequent cycles of informal observations using the Danielson Framework for Teaching and will provide teachers with actionable feedback. The administrative cabinet will identify the strengths and needs of teacher practice and will tailor professional opportunities for teachers to observe best practices, model best practices, as well as attend specialized professional development opportunities based on this feedback.	All Teaching Staff	Ongoing from September 2014 to June 2015	Principal and Assistant Principal
4. The Administrative Cabinet will collaboratively design school policies, expectations and protocols with school members. School initiatives and expectations will be posted in team minutes and Instructional Coherence Memos to ensure high levels of communication and accountability.	The Administrative Cabinet and The Entire Staff	Ongoing from September 2014 to June 2015	Principal and Assistant Principal

Part 4 – Resources Needed

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

Instructional Rounds by the Administrative Cabinet are conducted during the school day. Weekly cabinet meetings around Teacher Evaluations and our School’s Professional Development Plan are scheduled weekly.

Teachers reflect on observation feedback and create and monitor the progress they are making with their professional goals periodically over the course of the school year during the school's weekly Monday professional development sessions and weekly professional periods focused around common planning.

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 I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus Funds

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:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

At the end of each observation cycle, the Administrative Cabinet, as well as the teaching staff reflect on observation data to make adjustments to goals and our school's professional development calendar. At the end of December teachers will reflect on round 1 and Round 2 data to look for areas of growth / celebration as well as select their next cycle of differentiated professional development based on their personal teaching goals and observation ratings and feedback.

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?

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
20. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Over the past few years, our school community has worked collaboratively to meet the demands of Tenet 6 by:

- Planning monthly workshops for parents
- Creating a monthly newsletter for parents
- Designing monthly Family Fun Nights as well as monthly opportunities for parents to observe teaching and learning in their child's classroom
- Creating a school website that translates in many languages as well as sending home weekly school messenger phone calls in various languages for our parents to notify them of our school's scheduled activities and programs.

The school will continue to focus on the following priorities to ensure continued progress is made in Tenet 6:

- Creating a more detailed description of monthly units of study for parents within our newsletter.
- Utilizing our community based organizations to provide additional workshops and professional development workshops for families.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 4-6 workshops, presentations, and/or additional family events will be planned each month and executed around school data, and the social, emotional and academic supports at our school for students and families in an effort

to further enhance and strengthen our Family and Community Ties.

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:</p> <p>21. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>22. 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).</p> <p>23. Strategies to increase parent involvement and engagement</p> <p>24. 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>1. Weekly workshops are planned for parents. These workshops may include, but are not limited to, areas such as: bullying, reading support, on-line student data reporting and data interpretation and analysis, etc. The Parent Coordinator will seek and collaborate with experts from our partnering Community Based Organizations or additional organizations to assist with the planning and facilitation of these parent workshops. Family Fun Nights are planned in conjunction with the School's Leadership Team to encourage and improve parental involvement. Each Family Fun Night focuses on a specific subject area. Parents work alongside their children to engage in activities that are aligned with their child's classroom curriculum in order to strengthen the home-school connection. Math Game Monday, Read with Me Mornings, Writing Celebrations and Lessons in Action are rotating, monthly opportunities for parents to participate and observe in their child's classroom. Translation headphones were purchased to be utilized during school community meetings to ensure immediate translation for parents for whom English is not their first language thus encouraging parents to participate in school events/sessions. Additional materials will be provided to parents to further support our instructional focus for the school.</p>	<p>Families Staff Students</p>	<p>September 2014- June 2015</p>	<p>Principal, Assistant Principals, Parent Coordinator, PTA Executive Board, Community Based Organizations, Teachers, Support Staff</p>
<p>The school will continue to publish a newsletter once a month in order to inform parents of units of study taught within the curriculum on all grade levels; upcoming events including workshops and school functions. Each grade level will also make a grade specific newsletter detailing grade level expectations and units of study. We will continue to use eChalk as the platform for the school's website which contains relevant information concerning the school's curriculum and other relevant information. Our school's webmaster will be responsible for updating the school's website and publishing our school newsletter. This site can be accessed in each family's native language. All school notices and other communications are uploaded onto this website for immediate access and translation. Weekly phone calls are made using School Messenger, which is translated in Spanish, Cantonese, Russian, Urdu and Arabic to inform parents of school events and programs available.</p>	<p>Families Staff Students</p>	<p>September 2014- June 2015</p>	<p>Principal, Assistant Principals, Parent Coordinator, PTA Executive Board, Community Based Organizations, Teachers, Support Staff</p>

Teachers will inform families of the child's progress throughout the school year (Running Record Level Updates, Goal Sheets, Progress Reports administered in between report card distribution cycles etc.). These documents inform parents of their child's progress in school, in all subject areas and how they can support their child at home	Families Staff Students	September 2014- June 2015	Principal, Assistant Principals, Parent Coordinator Teachers, Support Staff

Part 4 – Resources Needed

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

Parent Involvement Money is utilized to support our Family Fun Nights

21st Century Grant Money is utilized to fund some of our Community Based Organizations to provide workshops and presentations for parents.

One Classroom Teacher and the Literacy Coach design workshops around the Common Core Learning Standards for Parents.

The Parent Coordinator affiliates with many community-based organizations that provide free workshops and presentations for parents.

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 I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

21st Century Grant, Priority Focus Funds

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.

Each month the Administrative Team, Parent Coordinator and PTA President meet to discuss parent workshops and school events for the upcoming month. At each meeting we ensure that our meetings are focused on parent needs. At the end of January the Administrative Team, Parent Coordinator and PTA President will reflect on the first half of the school year's Parent Meetings, Attendance Rates, etc. The parent coordinator will present the parents with an interest survey at January's PTA meeting to reflect on our meetings from the first half of the school year. In the survey parents will also be asked to inform us about which topics they would like to learn more about for the second half of the school year as well as the best way they prefer to receive information about our workshops. The Administrative Team, Parent Coordinator and PTA President will review these results and use the data collected to plan future meetings and workshops for parents.

Part 6b. Complete in February 2015.

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

**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)	Students are identified as at risk students in ELA based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student's needs are assessed and services are determined and initiated if warranted.	<ol style="list-style-type: none"> 1. Double Dose of Foundations 2. Wilson 3. Leveled Literacy Intervention (LLI) 4. Best Practices in Reading 5. Guided Reading Instruction 6. Camp Can Do 7. Language Power 	<ol style="list-style-type: none"> 1. Whole group/Double-small groups 2. Small group 3. Small group 4.Small group 5.Small group 6.Small group 	<ol style="list-style-type: none"> 1.During the school day/After school/Saturday Academy 2.During the school day 3.During the school day 4.After School 5.During the school day/ After school/Saturday Academy 6.Saturday Academy 7.Saturday Academy
Mathematics	Students are identified as at risk students in math based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the	<ol style="list-style-type: none"> 1.Math by Topic/Math Extensions 2.Guided math instruction 3.Academic Language of Math 4.Soar to Success 	<ol style="list-style-type: none"> 1.Small group 2.Small group 3.Small group 4.Small group 	<ol style="list-style-type: none"> 1.During the school day 2.During the school day 3.Saturday Academy 4.During the school day

	<p>students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student's needs are assessed and services are determined and initiated if warranted.</p>			
Science	<p>Students are identified as at risk students in science based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative Pupil and Placement Team (PPT) member with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student's needs are assessed and services are determined and initiated if warranted.</p>	<p>Students reinforce science, grade specific content topics during after school program which is reading and writing in the content areas through paired fiction/non-fiction passages</p>	<p>Small group</p>	<p>After school Saturday Academy</p>
Social Studies	<p>Students are identified as at risk students in social studies based on classroom data and assessments, by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support to all the</p>	<p>Students reinforce social studies, grade specific content topics during after school program, which is reading, and writing in the content areas through paired/non-fiction passages.</p>	<p>Small group and one to one decisions are made on an individual basis</p>	<p>During the school day/ After school</p>

	<p>students in meeting grade level standards. If the child does not show growth or digresses, the classroom teacher presents their grade representative on the Pupil and Placement Team (PPT) with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student's needs are assessed and services are determined and initiated if warranted.</p>			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified for at-risk services by the classroom teacher. The classroom teacher devises a plan to infuse Tier 1 interventions. These services are tracked and monitored for 4-6 weeks. During tier 1 implementation, the teacher utilizes various supports including the Learning Intervention Manual (LIM), to provide a scaffold support for the student. If the child does not show growth or digresses, the classroom teacher presents their grade representative on the Pupil and Placement Team (PPT) with their Response to Intervention (RTI) Tier 2 requests. Upon review by the PPT/RTI Team, the student's needs are assessed and services are determined and initiated if warranted.</p>	<ul style="list-style-type: none"> - At risk counseling - Peer mediation -Planning with families in crisis -Attendance monitoring -Middle school advisory 	<p>Small group and one to one decisions are made on an individual basis</p>	<p>During the school day/ After school</p>

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>98.63% of teachers at PS/IS 95 are Highly Qualified. To keep our Highly Qualified Teachers, quality professional development has been offered to afford them ample opportunity to build upon the knowledge and experience they already possess. Thoughtful, professional development that meets the academic needs of teachers will be offered during the 2014 – 2015 school year as follows:</p> <p><i>Teachers College Reading and Writing Project</i> <i>Universal Design for Learning and Multiple Entry Points</i> <i>Depth of Knowledge in the Classroom</i> <i>Accountable Talk and Discussion within the Classroom</i> <i>Math Exemplars Professional Development</i> <i>Instructional Shifts Implementation of Units of Study in Writing</i> <i>Text Complexity</i> <i>Gold Mansour and Rutherford to support Special Education</i> <i>Global language project ESL Professional Development for Teachers</i></p> <p><u>The following Professional Development Workshops are offered by CFN409. Instructional Leads and/or Lead Teachers attend and turnkey information to the staff.</u></p> <p><i>Instructional Lead Workshops</i> <i>Special Education Study Groups (New Special Education Teacher Workshops)</i> <i>Foundations / Wilson Study Group</i> <i>Early Childhood Literacy</i> <i>Assistant Principal and Principal Professional Development</i> <i>Math Exemplar Professional Development</i></p> <p>In addition to quality professional development, teachers are given the opportunity to share best practices with their colleagues through intervisitation cycles. Teachers have opportunities to make decisions for the school by being part of our ELA Instructional Team, Math Instructional Team, Core Inquiry Team, Special Education Support Team and ESL Support Team. Study groups are also formed whereby teachers can delve deeper into curriculum areas that are of</p>

interest to them.

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).

Numerous professional development opportunities are provided to all members of our school community. We believe that it is vital that all stakeholders are knowledgeable about the Common Core Learning Standards and understand how these standards are effectively implemented into our daily instruction.

All staff members receive weekly professional development opportunities around the Common Core Learning Standards and Instructional Shifts. In teams, teachers use this information to revise curriculum maps, deepening questioning skills and develop strategies for teaching. Teachers meet during an additional 40-minute period once a week on grade level inquiry teams around ELA and an additional 35-minute period once a week around Mathematics. During these meetings teachers use an inquiry cycle to create common core standard based assessments, norm how we score student work using standard based rubrics, look for trends in student work, identify small group instruction, revise curriculum maps and plan with colleagues. As a Teacher's College Partnership School, teachers receive hands on training facilitated by Teacher's College Staff Developers. Instructional lead teachers on every grade attend monthly professional development days specific to their grade and turnkey the information and content learned to their grade level colleagues.

Additional workshops are scheduled throughout the school year sponsored by Children's First Network 409 to focus on infusing the Instructional Shifts into our curriculum, with a strong focus on close reading of texts and text dependent questions. Special Education Teachers, as well as, Para Professionals also receive training from CFN 409's Instructional Coach and through our partnership with Gold Mansour and Rutherford, on how to utilize UDL strategies and plan standard based instruction with supports to provide access to grade level content and tasks for all learners. In addition, we also partnered with Global Language Project to support our ESL teachers and classroom teachers that teach our ELL students. These professional development sessions provide teachers with techniques and strategies to support ELL Learners.

Parent Meetings are also scheduled two Tuesdays a month to inform families about the Common Core Learning Standards and Instructional Shifts. During these meetings, parents look at the common core learning standards and engage in standard based tasks to understand the new expectations of the Common Core Learning Standards. Parents are also given the opportunity to make hands-on, common core aligned activities and games. Parents learn how to play these games and activities and take them home to utilize with their children. Family Fun Nights are also scheduled one night a month. Each month our family fun night focuses on a specific subject area. During the evening families are engaged in grade appropriate activities. Families are also given the opportunity to make and take activities so they can continue to reinforce the skills and strategies at home.

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.).

Activities and structures have been put in place to assist preschool children from their early childhood programs to our elementary school setting. Our school hosts an open house every spring inviting our future kindergarten students and families to school. At this time we meet with families to discuss kindergarten procedures as well as the academic expectations of the school year. Parents are able to view our curriculum units of study. They are also given an opportunity to visit our kindergarten classrooms where they view student work samples and observe our students actively engaged in their learning. Our school psychologist and parent coordinator also work with our community preschool centers to obtain additional information about our future students. Parents are invited throughout the school year to engage in hands on activities with their students. This keeps them informed of the units of study our kindergarten students are learning.

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.

Our school has many teacher teams that make informed decisions about the use and selection of multiple assessment measures used at our school. Our math instructional team, ELA instructional team and core inquiry team, all comprised of a teacher representative on each grade, meet monthly with the administrative staff to discuss the steps we are taking as a school community to deepen our implementation of the common core learning standards as well as reflecting upon and refining how we collect and utilize assessment data to drive our instructional decisions. During our team meetings school wide decisions are discussed and made. Team members disseminate information to the teachers on their respective grades. Each team works alongside the administrative staff to monitor implementation, discuss areas of concern and make any needed adjustments. Professional development sessions, along with our weekly inquiry time is used to analyze our assessment data, revise the pacing of our units of study, identify the strengths and needs of all students, make grouping decisions for small group instruction etc. Based on the needs of our students, professional reading and / or professional development sessions are provided to teachers to assist them with meeting the needs of all of their students.

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 (SCEP) 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	585,904.00	X	

Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	149,817.00	X	
Title II, Part A	Federal	34,036.00	X	
Title III, Part A	Federal	15,608.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,735,531.00		

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.

7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 9: 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 SCEP 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.



Public School 95 The Gravesend
 345 Van Sicklen Street
 Brooklyn, New York 11223
 Tele. No. 718-449-5050
 Fax No. 718-449-3047
 www.ps95bk.org

Janet A. Ndzibah, Principal
Cecile Jamir, Assistant Principal
Kristine Worsdale, Assistant Principal
Christine Vigliotti, Assistant Principal, IA

SCHOOL - PARENT COMPACT
2014-2015 School Year

P.S. 95 staff and the 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 the 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.

SCHOOL RESPONSIBILITIES

P.S. 95 staff will:

- Provide high quality curriculum and instruction consistent with Common Core State Standards. This will enable children to meet the standards by:
 - ✓ using academic learning time efficiently
 - ✓ providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians
 - ✓ respecting cultural, racial, and ethnic differences
 - ✓ implementing a curriculum aligned to standards
 - ✓ offering high quality instruction in all content areas
 - ✓ provide instruction by highly qualified teachers and when this does not occur, notify parents as required by the No Child Left Behind (NCLB) Act

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor their child's attendance and ensure their child arrives to school on time. When their child is absent, they will follow the procedures to inform the school
- ensure that their child comes to school rested by setting a schedule for bedtime
- make sure that homework is completed and assist their child if necessary
- read to their child or discuss what their child is reading each day (minimum 15 minutes)
- set limits to the amount of time their child watches television or plays video games
- promote positive use of their child's extracurricular time such as afterschool, extra learning opportunities, clubs, and/or team sports
- encourage their child to follow the school's rules and regulations and discuss this Compact with their child
- volunteer in their child's school either at the school or assisting from home in some way if time or schedule permits
- participate in the decisions relating to their child's education.
- communicate with their child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- respond to surveys and notices when requested
- become involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- participate in or request training that the school offers on teaching and learning strategies whenever possible

- take part in the PTA or serve to the extent possible on policy advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams) and share the responsibility for the improved student achievement of their child

STUDENT'S RESPONSIBILITIES

The Student will:

- attend school regularly and be on time for school
- complete their homework and turn in all assignments on time
- follow the school rules and be responsible for their actions
- show respect for themselves, other people and property
- try to solve disagreements or conflicts peacefully
- always try their best to learn

 I have read and reviewed a copy of the 2014 - 2015 Parent Involvement Policy and School Parent Compact

Parent's Signature

Student's Name

Student Class



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Cecile Jamir, Assistant Principal
Kimberly Worsdale, Assistant Principal
Christine Vigliotti, Assistant Principal, IA

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY 2014 - 2015

School Parental Involvement Policy for PS 95

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 95, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P.S. 95's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills
- provide parents with the information and training needed to effectively become involved in planning and decision making
- Implement EChalk, School Messenger, and Monthly newsletter to keep parents abreast of the most current information
- Increase their understanding of their right to support their child's education by being involved in the educational process
- increase the role of the home in enriching education and improving student achievement, and develop positive attitudes toward the entire school community

P.S. 95'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 findings of regular surveys will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy. In developing the P.S. 95 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 Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, P.S. 95 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement,

including family literacy and parenting skills;

- 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations, 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 status, student proficiency levels, ARIS, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting 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 Section 1118 of Title I, Part A;
- Schedule additional parent 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

P.S. 95 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference
- holding Family Fun Nights
- hosting events/activities during Open School Week
- encouraging meaningful parent participation in the School Leadership Teams and the Parent Association (or Parent-Teacher Association);
- supporting or hosting OFEA District Family Day events
- continuous ELL parent workshop for ELL parents (weekly)
- 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

**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 21	Borough Brooklyn	School Number 095
School Name The Gravesend School		

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 Janet Ndzibah	Assistant Principal Kimberly Worsdale
Coach	Coach
ESL Teacher Jessica Grasso	Guidance Counselor Philip Kass
Teacher/Subject Area Beverly Carlozzi/ ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Miriam Roman
Related Service Provider Danielle Tartaglia/ Speech	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	962	Total number of ELLs	140	ELLs as share of total student population (%)	14.55%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in	2	1	2	2	2	2	3	3	2	0	0	0	0	19
Pull-out	1	1				1	1	1						5
Total	3	2	2	2	2	3	4	4	2	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	22

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. [i](#)

	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										0
Dual Language										0
ESL	83		10	35		12	22		10	140

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	10	35	0	12	22	0	10	140
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	5	5	10	8	3	9	9	4	7					60
Chinese	9	12	7	4	5	1	5	0	0					43
Russian	1	1	0	0	0	1	0	1	0					4
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	1	0	1	0	2	2	0	1	1					8
Arabic	2	0	1	0	1	0	0	1	0					5
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	1	0	0	0	0	0	0	0	0					1
Polish	0	0	0	0	1	0	0	0	0					1
Albanian	0	0	0	0	0	0	0	0	0					0
Other	2	0	2	2	2	5	0	2	3					18
TOTAL	21	18	21	14	14	18	14	9	11	0	0	0	0	140

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)	16	4	1	5	3	4	1	1	0					35
Intermediate(I)	1	7	1	0	1	4	2	2	2					20
Advanced (A)	9	10	9	11	13	12	3	9	9					85
Total	26	21	11	16	17	20	6	12	11	0	0	0	0	140

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	8	1	1	0	10
4	7	5	1	0	13
5	9	2	0	0	11
6	3	1	0	0	4
7	8	3	0	0	11
8	6	2	0	0	8
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	6	1	6	1	0		0		14
4	9		4	1	1		0		15
5	6		3		2		0		11
6	4		1		0		0		5
7	10		1		0		0		11
8	3		5		0		0		8
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		1		17		4		25
8	0		7		0		1		8

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								

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 a variety of assessment tools to assess the early literacy skills of our ELLs. We use Teacher's College Running Records, Letter and Sound Recognition, Concepts of Print. Assessment Pro, the data system for TCRWP organizes the data and provides a comprehensive summary sheet for the teachers to plan their instruction accordingly. The ELL students are given the above mentioned

assessments as well as the results of the Lab R exam. The results of this data helps the classroom and ESL teacher to collaborate and guide instruction. In addition, classroom teachers and ELL teachers use ongoing conferences and small group instruction to learn about and teach to students' reading behaviors. Our ELL teachers, along with our data team, look at NYSESLAT scores in each of the modalities for our ELLs as well as their performance on periodic assessments and standardized exams.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In our school, the majority of ELL students enter in Kindergarten on a beginner level based on the LAB-R. Based on the LAB-R results, 15 Kindergarten students scored a beginner level and Two Kindergarten students scored Advanced. In grades 1 -5 and one 7th grader, all students entering PS 95 scored at a Beginner level. Most of the ELLs progress a level on the NYSESLAT within 1 year of services. The majority score higher on the Listening and Speaking sections than they do on the Reading and Writing components. Many students who remain in ESL have been diagnosed with additional learning disabilities. However, the ELL teacher continues to focus on the necessary components of the NYSESLAT to strengthen the performance. Instruction is differentiated for students depending on their needs based on the NYSESLAT results. Students who need additional help with listening and speaking will make use of listening centers, speaking activities as well as computer programs. Students who need additional help with reading and writing will be assessed using the Teacher's College Running records and then placed in a guided reading group according to their needs. Teacher's College focuses on units of study based on the Common Core Standards. In addition, the ELL teacher provides support with content vocabulary, grammar usage and editing writing pieces.
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](#))
N/A
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?

At PS 95, the patterns across proficient levels show that Beginner (0-3 yrs.) have moved 1-2 levels on the NYSESLAT. All ELLs have available bilingual glossaries if needed. It is the students' choice to use modifications. Some ELLs, especially, the 4-8 year ELLs, are more comfortable in taking the test in English and merely use the bilingual glossaries as a NL support. Most of their instruction in the content area has been in English, and their academic native language is "weaker" than their academic English. Our ELL students perform better on the Listening and Speaking before achieving an overall proficient score (which includes Reading and Writing). Our school does not use the ELL Periodic Assessments. Both the classroom teachers, service providers and ELL teachers work collaboratively to monitor the strengths and needs of each of our children using Reading and Writing Pre and Post Assessment Data. In addition, the ELL teacher keeps conference notes and data on their students.
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](#))
The schools RTI team will review data in regards to requests for Tier 2 and 3 interventions (ARIS, Running Records, Progress Reports, Teachers College Assessment, Spelling Inventory, CFA's (Common Formative assessments)) Teachers will be properly trained to successfully implement the RTI model and will be given strategies to use within the classroom and ELL setting. Staff will analyze curriculum and interventions in place in order to successfully meet the needs of all students. ELL strategies will be used in the areas of phonics/word recognition, fluency and comprehension. For Tier I intervention, teachers use pre/post assessment data to guide instruction. For Tier II intervention, service providers push in/pull out for small group instruction, including LLI, Foundations, Wilson, ESL strategy groups, Guided Reading, 1-1 Conferences. For Tier III intervention, students are provided with extended day instruction which includes Imagine Learning, Best Practices and 21st Century ESL Story Studio. In addition, students are provided with push in/pull out instruction in small groups and individual conferencing.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Newly admitted students receive a HLIS form to complete during registration, this form is evaluated by the ELL teacher to determine Lab eligibility. In addition, the information provided is passed to the classroom teacher to help guide instructional decisions. The Responses to Intervention model is used for prevention and early intervention through a tiered system of instructional support provided by the classroom and/or the ELL teacher. The curriculum is researched-based instruction that is aligned to the Common Core State Learning Standards, along with pedagogical support for the skills and strategies students require to successfully master the core curriculum. (i.e. Foundations) Students with a second language spoken at home are screened at least four times per year to identify those that may be at risk for below level outcomes in reading by using Running Records, Teachers College Assessments, and CFA's (Common Formative Assessments). In addition, an emphasis is put on understanding the child's linguistic strengths so the classroom and

ELL teacher can guide the child to use cognates or familiar concepts in their home language.

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?

We do not have a dual - language program at this time.

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

P.S. 95 utilizes a push in and pull out model for ELL instruction. We evaluate the success of the program by using the Response to Intervention Action Plan. All ELL students are screened at least four times per year to identify which students are at risk for below level outcomes in reading. We use Running Records, Teachers College Assessments, TC Benchmark Assessments, and CFA's (Common Formative Assessments). Our school had a 79% increase on TC Running Records for ELL students within one school year. Tier two progress monitoring is done monthly to determine student progress and to identify whether modifications or reductions to the Tier 2 intervention are required. The student's goal folders are used to monitor their progress in reading and writing and mathematics. Majority of our ELL students in grades 1-8 moved one level on the NYSESLAT.

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](#).)

For all students that enter our school as first time entrants into NYC school system, we follow the following protocol:

-When parents of these students come up to register, they are asked if they are registering in a NYC school for the first time. If they are, they are given the HLIS (Home Language Identification Survey) to complete. This survey asks for information regarding which language the student uses mostly at home, information about any former schooling, and parents' preferred language for communication with the school. These surveys are always available in various languages. The new registrant waits with their parent in our multi-purpose room where they are greeted by one of our ESL pedagogue (ESL Teachers), who will conduct an informal interview with the parent and child. Interpreters, consisting of various staff members who speak Asian, Albanian, Russian, Spanish and Arabic are available to assist when necessary in this interview process. These interpreters are staff members and have been trained in the interview process. We also keep the translation unit's phone number readily available should we need to use it for a parent we cannot provide translation for in-house. The ESL pedagogue who conducts the interview makes a determination on the survey as to whether the LAB-R, the assessment which will be used to determine ELL eligibility, is to be administered to that student. The pedagogue will put a code, whether No for English or the appropriate language, in the alpha code box. The HLIS is completed with the assistance of the ESL pedagogue within ten days of enrollment, signed by the parent/guardian, and given to the Pupil Account Secretary to enter information into ATS.

-The secretary will give all the HLIS of students to be tested with LAB-R to ESL pedagogue within ten days of enrollment.

-The LAB-R is administered by the schools's ESL providers within 10 days of school admittance. Our ESL providers who test the students are Beverly Carlozzi and Jessica Grasso and Hazel Courtney. For Spanish speaking students, the Spanish LAB is administered to any students testing into ESL. The test gives an indication of what level the student is at in their native Spanish language. For the older ELLs taking the Spanish LAB, we get an idea of their literacy level in their native language. The LAB-R is hand scored using the cut off scores from the NYS memo so we can determine who is ESL eligible, and can begin providing services to them immediately. The LAB-R results are analyzed to determine proficiency levels.

-Letters in the various languages go out inviting parents of our newly admitted ELLs to a very important parent orientation presentation. At this meeting, the principal, translators, and ESL providers will provide information which will ensure that parents understand the three ESL program choices available to them (TBE, DL, Freestanding ESL). The parent coordinator, Miriam Roman, is asked to assist the trained pedagogue. They will be given brochures in their native language, and will have the opportunity to watch a DVD in their native language, explaining the three ESL choices to them, interpreters of various languages are available at

this meeting. After parents are well informed on all choices, they will fill out a Parent Survey and Program selection form, indicating their program choice in their preferred order. The parents can fill out the form at the time or take it home to reflect on their decision. The parents then return the form to the ESL providers. A checklist is kept by the ESL teachers to ensure return of all forms. If any of the parents do not return this choice form, there would be follow up phone calls made from the ESL providers and/or parent coordinator for translation purposes. We make every attempt to get every parent of our new ELLs who could not make this meeting to come to our school at their earliest convenience to learn about the choices available to them and have an opportunity to view the DVD.

-When all selection forms are returned, the ESL teachers tally the results and placement is done.

-This procedure, namely the initial interview process and the parent orientation, is ongoing throughout the school year so all parents new to the school system are offered the same opportunity to understand all ESL choices, and decide which would be the best program for their child.

-Placement letters will be distributed to all new ELLs informing the parents of the program their child was placed in. The ESL pedagogue makes a copy of all letters sent out to our ESL parents and keep a running list to ensure all ELLs -former, continued and newly eligible ELLs get the appropriate letters. This list and all letters are prepared by the ESL Department.

-Every Spring, ESL providers and other trained staff administer the Listening, Speaking, Reading and Writing components of the NYSESLAT exam under state approved testing conditions to every ESL student.

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.

The ESL pedagogue (Ms.Carlozzi, Ms.Grasso & Ms.Courtney, our licensed ESL teachers) sends home an entitlement letter (in English & in Native Language) to all eligible ELL, based on the LAB-R results and invites parents/guardians to attend an orientation, provided in the Computer Lab. Parents are given an Orientation which explains all three program choices in their native language, within the first 10 days of enrollment. This video is available in thirteen languages. The purpose of this video is to inform the parents of the three instructional models, TBE, Freestanding ESL and Bi-Lingual, regardless of whether the preferred model is currently offered in the school. During the orientation schools also provide information on standards and assessments. Once parents are informed of the three program options, we provide the parents with a parent survey and a parent selection form in which parents indicate program choice. Our parent coordinator is there to assist with translations. The ESL pedagogue inputs the parents response into the ELPC screen as the surveys are completed. The parents first choice is entered regardless of whether that choice is currently offered at the school. The parent survey and program selection form is a formal record of the parents' preference of ELL program for their child. The survey is kept in the student's cumulative folder and a photo copy is placed on file in the ESL room. We place all ELLs into the parent's choice if available within 10 days. If the parent's choice is currently not available, the parent can keep the child enrolled in the current school in the available program or transfer the child to a different school of choice. The office of ELLs coordinate the transfer with the office of student enrollment, while awaiting transfer, the student is placed temporarily in an ESL program. Once the program has been determined, the ESL pedagogue sends home the placement letter indicating the program in which the child has been placed.

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 [\[see tool kit\]](#).)

Entitlement letters are sent home with the children within the first 10 days of enrollment by the ESL pedagogue (Ms.Carlozzi, Ms.Grasso and Ms.Courtney). All newly eligible ELLs, based on the LAB-R results and current ELLs based on the NYSESLAT scores as identified in the RLER ATS report are given a entitlement letter. All Parent Surveys and Program Selection forms are completed and collected by the ESL pedagogue at the Parent Orientation. If the parent does not attend, the ESL teacher keeps documentation that she sent a letter home, then calls and discusses appendix D over the phone. Numerous make up sessions are offered in order to obtain all Parent Surveys and Program Selection forms. The entitlement letters are stored in an ELL Compliance binder, that also contains a copy of the child's HLIS, Parent Survey and Continuation of Service Letter. Parental choice has been ESL but we keep documentation to analyze the trends.

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.

The ESL pedagogue reviews the Program Selection forms, then inputs the parent's option within 20 days into the ELPC screen. This is to insure that the required ELL program parent choice is adhered to. Then, the ESL pedagogue stores the surveys in a binder with the appendix D. A record of the program that the parents selected is stored in the ESL compliance binder. If there is 15 or more parents that choose a different program, one needs to be opened. All survey forms returned at PS95 chose Freestanding ESL as their first option. Placement and Entitlement letters are sent home in the child's backback. If there is no response, then a letter is mailed. The letters are distributed in the child's home language as well as English. A checklist is maintained to monitor the trends in

parent choices in the event that a dual language, and /or bilingual program needs to be created.

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.

We have a team of teachers who administer and score the NYSESLAT exam. The RLAT & RLER report on ATS is used to determine who is eligible to take the NYSESLAT. The ELL teacher does not administer or score their own students NYSESLAT exam, another teacher does the administering and the final scoring. The Principal and Testing Coordinator design a schedule to guarantee that all components are administered and scored within the dates required in the testing memorandum.

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. *①*

Upon analyzing the last few years of parent survey results, the program models offered at our school are aligned with parent choice. All of the parents chose freestanding ESL as their first choice. If there were some parents that opt for the TBE or DL, then we supply them with information from the schools both in and out of district that offer these programs. All Parent Surveys and Program Selection forms are kept on file in any case that we would need to open a TBE or DL program.

1st Choice Selections:

Grade	ESL	DL	BILINGUAL
K	21	0	0
1	2	0	0
2	1	0	0
3	3	0	0
4	1	0	0
5	1	0	0
6	0	0	0
7	1	0	0
8	0	0	0

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])?

a. We use a push- in (co-teaching) model as well as a pull- out model depending on the needs of the students and the results of the LAB R and NYSESLAT exams.

b. Students who are "pulled out" for ELL services are grouped by either:

-the results of the LAB R (BEGINNERS)

-the results of the NYSESLAT

This year's Freestanding ESL program consists of primarily push-in model for grades K-8, with a blended model (push-in and pull-out) for grades K-8 and Beginner ELL's. The push in model helps to reduced class size and support small group instruction. In this model, the ESL teacher will assist her designated students in grasping concepts being taught by the classroom teacher, with the support of ESL strategies. Foundations and guided reading is being used by the ESL provider in grades K -1. The ESL providers are familiar with and utilize grade specific curriculum maps. In addition, they articulate regularly with classroom teachers for other pertinent information regarding their ELL studentsw. Since all teachers of the same grade are following the same curriculum map and/or scope and sequence for content areas, we can pull out students from the same grade and ensure that they will not be missing what is going on in their individual classrooms.

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)?

The ESL teacher is able to provide the mandated 360 minutes for beginners/intermediate students, and 180 minutes for advanced ELLs by using the push-in/pull-out model. At PS95 , we have three licensed ESL teachers that provide the mandated instructional minutes as per CR Part 154. We schedule these providers to grade clusters as follows: We have one teacher working with K,1 &2 A second provider works with grades 3-5 and a third provider works with grades 5-8. This ensures that all of our ELLs receive their mandated minutes. Beginner/Intermediate ELLs are scheduled to receive 8 periods per week with an ESL provider. Advanced ELLs are scheduled to receive 4 periods per week with an ESL provider. Each period is a 45 minute block of time. In addition, the ELA teachers and classroom teachers provide ESL students with differentiatetd instruction to meet their needs.

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.

All of our instruction, for all content areas is provided in English. The ELL teacher differentiates instruction for the ELL students by building content vocabulary and front loading information for their units of study. We use multiple means of assessment for examining student gains and instructional improvements among all teachers. Regular quality review cycles, where data is gathered and analyzed to track the development of students and teachers over time, allow appropriate program refinement. These means of assessment include:

Teacher's college Assessments K-8

Running Records - Grades 1-8

Weekly Assessments Grades K-8

Spelling Inventory - Grades 1-5

Common Formative Assessment - Grades K-8

LabR and NYSESLAT results

Periodic Exams

Reading and Writing Conferences documented in the teacher's Reading and Writing binder.

The ESL teachers use a variety of materials to allow students to easily and accessibly understand the content being taught.

Materials include modified texts, picture support, graphic organizers, bi-lingual dictionaries, flash cards, realia, alphabet charts,

listening centers, I-pads, cognates, smart boards, computers etc.

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

At this time, our school has a freestanding ESL program and evaluations are done in English.

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

The ESL pedagogue reviews the NYSESLAT results by modalities and forms flexible groups based on the needs of the student. (eg. If a student needs improvement with listening skills, the ESL provider will group the student with listening activities) All lessons are geared and differentiated to meet the needs of the modalities. Informal assessments are given before and after each unit of study through conferencing and small group shares. The ELL teacher works with the students to choose a Reading, Writing, Speaking and Listening goal. Student's keep these goals in their Reading or Writing Folder. Each day they refer back to them and determine if they are still working on their goal or they are ready to choose a new one. This is how we insure that the ELL students are self-evaluating their work in English acquisition throughout the year. The ELL teacher guides the students in choosing their goals using the data from the LabR, NYSESLAT, and running record feedback.

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).

We do not have any SIFE students. In the event that we get SIFE students, we would ensure they receive AIS services and supports to provide them with rigorous instruction, reading skills and language development. The focus with newcomers (0-3 years of service) is the BICS (Basic Interpersonal Communication Skills). Beginner and Intermediate students have exposure to the English language using a variety of strategies including foundations, visuals, repetition, graphic organizers appropriate for various skills/strategies and Total Physical Response (TPR). Two specific strategies utilized are the CALLA and CALPS (Cognitive Academic Language Proficiency Skills). These along with other strategies are used to develop natural English language acquisition. For students who are long term ELLs, their performance is analyzed by their classroom teacher in conjunction with their ESL provider to decide if there is a problem other than language that might be delaying their progress in language acquisition. After three years of service, these students are eligible for an extension of services which entitles them to continue to receive services. They also participate in extended day programs which supplement the core curriculum and our mandated ESL program. We will use our Title III money to give our long term ELLs additional opportunities to acquire the English language as well as expose them to test sophistication strategies to better prepare them to meet the Common Core Standards as measured by city and state standardized exams. Long term ELLs are also required to stay for Extended Day services where Best Practices in Reading is used, exposing them to paired text and reading strategies which helps them navigate through texts. In addition, Story Studio, a proven affective Arts and English Language integration program for grades 4-8 is provided as well. For ELLs who are at risk, or who have been retained in grade, summer school is provided through Tax Levy ELL monies.

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?

Our school uses Teacher's College, shared reading, guided reading, LLI, Foundations and Go Math to support ELLs. Kindergarten ELLs receive a double dose of Foundations within small groups. All of our students have access to computers, we currently have five laptop carts, as well as two fully equipped computer labs. In addition, each ESL classroom is equipped with a Smart Board and/or Elmo and a leveled library for individual instruction. Our resource room has leveled guided reading books for teachers to use with their students on their instructional level. Based on the data from the NYSESLAT, the children who need assistance in the listening/speaking strand, are utilizing listening centers that include books on tape. We also have audio tapes of stories in different languages that ELL students can use to aide in native language support. The children who need assistance in the reading/writing strand are utilizing the Smartboard. ELL students also use computers for Imagine Learning and Starfall. In addition, a subscription to the web based internet site, RAZZ KIDS, has been purchased to provide thousands of illustrated read alouds and comprehension tasks for ELL students. We also subscribed to X-tra Math to provide Math support online. In addition, dual language picture dictionaries are utilized. The grade level materials used are the Teacher's College Units of Study for the ELLs specific grade in Reading and Writing.

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?

Our school differentiates instruction for all students including ELL's and SWDs within the least restrictive environment. Constant analysis of data will inform all decisions in regards to changes in instruction and specific intervention programs. As mentioned above, the use of technology is used to scaffold instruction and provide content vocabulary and prior knowledge. Our school uses the Go Math program (an online program that provides graphics and explanations) to clarify math concepts for our ELL students. In

addition, the program contains a component specifically targeted for ELL students. Since we utilize the Teacher's College Reading and Writing Project, our students (including ELLs) are all aware of their current independent level, participate in guided reading work (with the classroom, and/or ELL teacher) on one level higher text, and they are all aware of the level that they need to achieve in order to successfully complete the grade and their goals.

The service providers (speech, occupational therapy, ELL, and guidance) work together before the start of the school year to coordinate their schedules to accommodate the students I.E.P. mandates and mandated ELL minutes. All services are implemented in the least restrictive environment in either a push in or pull-out model. We currently have C.T.T. classes across grades that service children in the least restrictive environment.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
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.
- We have focused intervention programs for our at risk students, including our ELLs if they are deemed at risk based on their assessments. Our Kindergarten at risk students are using Foundations, a program which focuses heavily on letter-sound relationships and phonemic awareness. Grades 1-5 at risk students, including ELLs, are using LLI (Leveled Literacy Intervention). This program is also designed to expand vocabulary and develop oral language, which is important for our beginner ELLs. At risk ELLs in grades 6-8 are taught Reading skills/strategies in small groups. Our ELLs receive extra instruction in our extended day program where they use Best Practices in Reading (both fiction/non fiction texts) to build comprehension skills. We also provide our ELLs that are at risk in Math with AIS support services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program at PS95 combines the push-in and pull-out models. A grant is in place for a program called 21st Century, Story Studio, which gives the ELLs additional support in Grades 4-8 in storytelling. This will increase students' achievements in reading, writing, listening and speaking. Our current Freestanding ESL program for all ELLs: includes speaking, literacy, and content language development. Students are taught within smaller groups in order to develop academic language and literacy skills. They are trained in learning strategies, and higher order / critical thinking skills. The program addresses students' needs and instruction is differentiated to meet the needs of our ELL population and the Common Core Standards.
11. What new programs or improvements will be considered for the upcoming school year?
- The 21st Century Grant has provided PS95 with a program, Story Studio. It is a proven affective Arts and English Language Integration program for elementary & middle school students. The program uses drawing, painting, collage, storyboarding and simple acting techniques combined with structured reading, writing and vocabulary activities with the goal of advancing students' proficiency and fluency in English Language. In addition, we are using the Foundations program with Kindergarten - Grade 1 to foster Letter Sound Recognition. LLI (Leveled Literacy Intervention) will be used during Guided Reading for grades (1-5).
12. What programs/services for ELLs will be discontinued and why?
- There will not be any discontinued programs for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Most ELLs attend and fully participate in extended day programs. All beginner ELLs attend extended day and are supported with Imagine Learning. All ELLs are invited to attend our schools extended day program (NIA), as well as our 21st Century Story Studio ESL program and our Saturday Academy. ELLs are also invited to participate in our extra-curricular activities such as, Family Fun Nights, School Parades, Class Trips, Dances, Talent Shows and all P.T.A. sponsored events. A translated phone message is called into the home of the child in their native language to inform families of these events as well as a school wide calendar.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that are currently being used with our ELL students include :
- TC Units of Study
 - Foundations
 - LLI (Leveled Literacy Intervention)
 - Go Math
 - Houghton Mifflin Social Studies and Science
 - Best Practices in Reading
 - Spotlight in Paired Passages
 - Trade Books/ Guided Reading Books
 - Math manipulatives
- Imagine Learning, Starfall.com, Brainpopjr.com, Tumblebooks.com, and X-tra Math are used for the technology component. Materials include modified texts, picture support, graphic organizers, bi-lingual dictionaries, flash cards, realia, alphabet charts, listening centers, I-pads, cognates, smart boards, computers etc.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We support the student's native language by providing correspondence to the parents in their home language, as well as provide translators for in school programs. (PTA meetings, IEP meetings, Parent Teacher Conferences) If necessary, the ELL teacher designs and implements lessons that focus on similar cognates in the the student's home language to help the student recognize the similar

patterns in English. Picture dictionaries and Bi-lingual glossaries are also available for ELL learners. ELL students are sometimes paired with other native speaking students who speak the same language .

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our ELL student's are grouped by grade. Age appropriate and Common Core resources are used with each grade. Kindergarten students receive a double dose of Foundations. Grade 1-3 receive LLI instruction, Foundations as well as ESL support in content areas. Fourth grade - Eighth grade are provided with and ESL support and Imagine Learning and Wilson.
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.
We do not currently have a program that assists newly enrolled ELL students before the beginning of the school year. If an ELL student enrolls during the school year, the student will be placed in our extended day program, as well as NIAS, an after school program, if need be.
18. What language electives are offered to ELLs?
Ms.Mejia teaches Spanish to 7th & 8th graders.
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)?
We currently do not have a dual loanguage program at this time.

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.

All of our staff members receive professional development from Teacher's College, administration and the Network. Teachers view demo lessons directed by their grade specific Teacher's College Staff Developer, in which they are exposed to a cycle of methodolgies and strategies which help to foster language acquisition for our students. We have a weekly newsletter and monthly calendar for all staff members. ESL teachers attend grade meetings weekly with the teachers of the grades they service. Each month has a different focus, giving all teachers support in various areas. Incorporating ESL strategies in the classrooms will be infused in our regular PD. In addition, our weekly Inquiry Team meetings focus on using Depths of Knowledge (DOK) to differentiate our assessment tasks and looking closely at our student's work to inform our instruction. All teachers of ELLs will continue to receive training in the Commojn Core State Standards and specific ELL PD provided by administration and the network. ESL pedagogue meet with the Principal once a week for Professional Development, turn-key workshop information and Book Club. For two years, PS95 provided an ESL teacher guided book club after school for ESL teachers & teachers of ELLs, where we read a resource guide : " Balancing Reading & Language Learning " by: Mary Cappellini and then created an ESL toolkit for staff members to use as best practices in their classrooms.

All staff members are encouraged to use the ESL resources available through the DOE website. Since we are a Pre-K - 8 school, we offer all of our students support in transitioning from elementary to middle school, as well as middle to high school. For our ESL students, we make sure that all letters sent home regarding the application process are available in appropriate languages. We also have both a curriculum orientation and meetings for parents offering information about these important transitions. There are always interpreters available at all these meetings.

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?

Here at PS 95, we are constantly thinking up ways to involve parents, as we value them as a part of our community. We also understand the need to assist our ELL parents in acquiring the English language so they can help their children at home. All activities for parents are coordinated in conjunction with our PTA, parent coordinator, and other staff members. One of our most important parent workshops we plan to continue are the weekly ELL parent workshops provided by the Office of Adult and Continuing Education. These weekly workshops came about as a result of the high population of non-English speaking parents, and is run by our parent coordinator, who is bilingual. At these workshops, parents get training in learning the English language, both grammatical and functional. They will also create academic games which they can take home and use with their children, as well as learn useful tips and strategies for helping their children. It has proven to be a worthwhile learning experience for all parents who attend, and we are thrilled to be able to continue this very successful program. Our parent coordinator is also beginning to hold weekly workshops on the Common Core Learning Standards, EChalk, an online tool which keeps our parents informed of all the happenings in our school. We post parent notifications on this site and it instantly translates the information into various languages at the click of a button, which allows us to communicate with our ELL population. This also ensures equity to all our ELL parents. The parent coordinator will also provide regular workshops for parents on using ARIS, so parents can be kept abreast of their child's academic progress. Speakers from various community outreach programs are scheduled to come to our school to inform our parents on topics including asthma, stress management, internet safety, and parenting skills. These workshops are scheduled throughout the year. Our ELL parents will continue to take part in multicultural celebrations at our school, as well as various celebrations we have throughout the school year. Parents are invited up periodically to celebrate their children's academic achievements and to appreciate their work in the Arts. We are planning a Literacy, Mathematics, Science, Fitness and Art Family Fun night, which offer all our parents an opportunity to bond with their children and become a bigger part of our school community. In addition, The Office of Family Engagement forwards information to our parent coordinator on wonderful cultural workshops and opportunities in our community and city for our ELL parents. Our parent coordinator then sends the information out to the parents, encouraging them to take advantage and attend. Every parent in our school was invited up to the school to meet their child's teacher and have an opportunity to hear what the curriculum for the year would be. In addition, through regular monthly parent meetings delivered by both the principal and PTA, parents are provided a forum to articulate concerns and can offer suggestions (Suggestion Box) for workshops they would find useful. Some of these suggestions led to a collaboration with Cornell University Cooperative to provide Nutrition and Health Care Workshops. In addition, we also have partnered up with Brooklyn Housing and Family services for Housing Workshops, Health Care Plus for Asthma Awareness and Citizenship in Schools to assist parents with becoming an American Citizen. This is a wonderful opportunity to evaluate the needs and concerns of our parents. All of these parental involvement activities come out of the wants and needs of the parents as indicated through conversations and informal surveys at meetings and the parent portion of the Learning Environmental Survey. All workshops include translators to assist parents. We hope to continue that this year through grant opportunities.

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.

We feel that the use of Teacher's College Units of Study in Reading and Writing, along with the ongoing training for ELL teachers in analyzing data and Reading and Writing strategies will benefit our ESL population. We are proud of the outreach we are providing for parents of ELLs and are hopeful that it will translate into academic success for our ELLs.

Part VI: LAP Assurances

School Name: The Gravesend School

School DBN: 21K409

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Ndzibah	Principal		10/30/13
Kimberly Worsdale	Assistant Principal		10/30/13
Miriam Roman	Parent Coordinator		10/30/13
Jessica Grasso	ESL Teacher		10/30/13
Khulood Elaza	Parent		10/30/13
Beverly Carlozzi/ ESL	Teacher/Subject Area		10/30/13
Mar Sann Issman	Teacher/Subject Area		10/13/13
	Coach		1/1/01
	Coach		1/1/01
Marilyn Ferraioli	Guidance Counselor		10/30/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21k095 School Name: The Gravesend School

Cluster: 4 Network: 409

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.

We conducted our assessment of oral and written translation needs by both using our ELL demographics data, as well as surveying parents to find out in what language they would prefer to receive information from the school . This information is indicated on page 2 of the Home Language Identification Survey (HLIS) which every parent is mandated to complete upon school registration. We also ask our classroom teachers to report which materials they felt would be beneficial to have translated into various languages represented in their classroom community.

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.

Findings for written translation needs indicate: Teachers felt that any notices sent home should be translated into the students' native languages. A large percentage of our ELL parents' responses also revealed that they would like all notices sent home to be in their native language.

Findings for oral interpretations: Parents would like an interpreter primarily for communicating with their child's teacher, especially at Parent Teacher (afternoon/evening) Conferences. In addition, they would like interpreters at PTA and other school meetings, as well as parent workshops.

The principal shared these findings to staff at a faculty conference and to the parents at PTA meetings. The findings were also shared at SLT meetings where the entire school community is represented.

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.

We have implemented an eChalk website as a tool for written translation and communication. This tool allows parents to instantly translate all important letters distributed to the students. We post all letters that get backpacked, including our school calendar, flyers for parent workshops, newsletters, and other important school information. Our parent coordinator is currently holding weekly parent workshops to teach our parent community how to access and navigate eChalk. We also utilize the Translation and Interpretation services provided by the DOE. We have a protocol in place where items to be translated are given to our parent coordinator in a timely manner so she can send it to the service.

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.

We are fortunate to have a large bilingual staff that assists the school in our interpretation efforts. Staff members who speak Spanish, Chinese, Italian, Arabic, Russian and Albanian assist in oral interpretation when needed including registering new students, at Parent Teacher Conferences and with any other need. In addition, our School Messenger System enables parents to hear our weekly school messages in several languages and continues to help improve communication with the parents of our large ELL population.

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 Section VII of Chancellor's Regulations A-663, we provide our parents with a copy of the Bill of Rights and Responsibilities, which explains their rights regarding translation and interpretation services.

There are posted signs in our front lobby in each of the covered languages indicating the availability of covered services.

Our school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: P.S. 095 The Gravesend	DBN: 21K095
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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: We are implementing a supplemental ESL Saturday Academy program that will target our ELL population from grades K-5. It will run for 14 weeks Starting on January 10, 2015 and ending May 9, 2015. The program will be instructed by our ESL and Common Branch teachers, and will run from 9:00am - 12:00pm on Saturday mornings. The language of instruction will be English and there will be a class for each grade K, 1, 2, 3, and one class comprising of our 4 and 5 grade ELLs. We will be using the research-based program Camp Can Do, by Santillana and Language Power - by Teacher Created Materials. All students in Grades K-2 will also receive additional support using Foundations, which is a phonemic program the students utilize during the school day. These programs help students acquire the English Language through content driven lessons and standards based learning, incorporated into each lesson. All four modalities of English Language acquisition will be incorporated into each lesson. We will also be using NYSESLAT preparation books and strategies to prepare students to take the exam in the spring testing of the NYSESLAT. The program supervisor will regularly observe instruction and provide timely and effective feedback to the staff, to enhance instructional practices in the classroom. The program supervisor will support the staff with implementation of instructional initiatives. The program supervisor will also provide professional development for teachers 2 hours per month from January to April, from 8:00am – 9:00am.

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 will be delivered to the Title III teachers by the program supervisor. All 5 teachers involved in the program will receive regularly scheduled Professional development throughout the duration of the program. PD will be provided 2 hours per month from January through April. Training will consist of ESL research-based strategies, Effective use of the selected programs being used (Camp Can Do and Language Power), and using data specifically focusing on results NYSESLAT, NY State ELA Assessment, and Running Records, to inform and plan for instruction in our Saturday program. The program supervisor will be responsible for planning and implementing the professional development sessions for the staff. Teachers will also share best practices and ways they

Part C: Professional Development

have been implementing the techniques they are learning into their lessons.

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: We plan on having a staff member deliver Title III ELL parent workshops for three one-hour sessions that will run during the Title III program timeline. Specific Saturday dates will be based on a parent survey indicating which dates would be best for them. This survey will be given out at the beginning of the program. ELL parents will be notified of the dates of these workshops both through backpacked flyers, in native languages, as well as posted on our school website, which will have the translated letters. At these workshops, parents will create literacy “ games” that they can take home and use with their children to further enforce language skills. Translations will be made available as needed. Translators will be made available as requested by parent.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____