



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

06M132

School Name:

JUAN PABLO DUARTE SCHOOL

Principal:

XIOMARA NOVA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Juan Pablo Duarte School School Number (DBN): 06M132
School Level: Elementary Grades Served: K-5
School Address: 185 Wadsworth Ave., New York, N.N. 10033
Phone Number: (212)927-7857 Fax: (212) 568-8183
School Contact Person: Xiomara Nova Email Address: xnova@schools.nyc.gov
Principal: Xiomara Nova
UFT Chapter Leader: Ruanlisa Seignious
Parents' Association President: Janet Duran
School Leadership Team
Chairperson: Awilda Estrella
Student Representative(s): _____

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway Ave. New York, N.Y. 10033
Superintendent's Email Address: MRamirez4@schools.nyc.gov
Phone Number: (917) 521-3757 Fax: (917) 521-3797

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 532 Network Leader: Ben Soccodato

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)
Xiomara Nova	*Principal or Designee	
Ruanlisa Seignious	*UFT Chapter Leader or Designee	
Janet Duran	*PA/PTA President or Designated Co-President	
Digna Mola	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	
Johana Estades	Member/ Teacher	
Ana Dionicio	Member/ Parent	
Jerika Hiraldo	Member/ Parent	
Melina Sanchez	Member/ Parent	
Amada Castro	Member/ Parent	
Awilda Estrella	Member/Teacher	
	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:

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

7. **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.
8. **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.
9. **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, Measurable, Achievable, Relevant, and Time-bound.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

The Juan Pablo Duarte school is located in the heart of the vibrant community of Washington Heights in historic Upper Manhattan. It is a rich blend of cultures; long established residents welcome newly-arrived immigrants from many lands with the lion's share from the Dominican Republic. The neighborhood hosts businesses large and small and a world class university and medical center. Our school enjoys wide community and family support.

Our mission is to provide a rigorous, standards driven, instructional environment that addresses the educational needs of all students (general, special and bilingual education), while affording students with the experiences necessary to create the foundation needed to function as productive members of society and as life-long learners.

We will accomplish our mission through the creation of a professional learning community dedicated to providing well-prepared, expert teachers for every child and collaboration with community based and outside organizations that support both academic and social emotional areas of students' growth.

We place a strong emphasis on using the various art forms to support the curriculum. Through visual arts, dance and music we work on providing our students with experiences that foster the development of literacy skills through the arts. Support in these areas is provided by certified in-house staff members as well as outside organizations like Arts Connection and Community Word Project.

As part of our community outreach program we have standing collaborations with Yeshiva University, Alianza Dominicana, New York Presbyterian Hospital and the YMCA.

One of our greatest areas of growth has been the establishment of teacher teams which has contributed to collaboration and capacity building within our school. One of our greatest challenge has been finding the time to come together, analyze data and refine our practices.

This year, our vertical team of instructional core lead teachers attend weekly meetings in which they share ideas and agree on strategies to be shared at their grade level meetings, thus providing consistency across the school. We have also made great strides in moving our ELLs and last year, for the first time we were able to meet our AMO.

Our school-wide focus for this school year is to follow a balanced literacy approach in order to support our students in the development of academic language.

Our ultimate goal is that our students master key academic skills, and demonstrate strong character, as exhibited by: honesty, service to others, a superior work ethic and a strong vision for and belief in their futures.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school

- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

06M132 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	536	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.3%	% Attendance Rate		94.0%
% Free Lunch	82.4%	% Reduced Lunch		0.5%
% Limited English Proficient	53.0%	% Students with Disabilities		19.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.6%
% Hispanic or Latino	98.3%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.1%	Mathematics Performance at levels 3 & 4		10.1%
Science Performance at levels 3 & 4 (4th Grade)	45.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		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			

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School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	536	SIG Recipient
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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
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School Composition (2013-14)				
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% Free Lunch	82.4%	% Reduced Lunch		0.5%
% Limited English Proficient	53.0%	% Students with Disabilities		19.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.6%
% Hispanic or Latino	98.3%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.1%	Mathematics Performance at levels 3 & 4		10.1%
Science Performance at levels 3 & 4 (4th Grade)	45.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		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			

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% 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		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	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		N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		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			
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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:

- 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.
- 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.	D*
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.	D
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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

SOP:3.2,3.3 QR:1.1 Develop sharper systems of looking at curricula so that there are suitable adjustments and rigor embedded into lessons leading to engagement of and challenge for all students including relevant subgroups.

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, teachers will adapt and adjust the CCLS aligned curricula to the identified needs of all students in order to provide a quality, rigorous instructional program so that students' standardized test scores evidence a 5% increase across levels 2-4 for both English language arts and math.

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <ul style="list-style-type: none"> 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 			
Horizontal and vertical teacher teams will revise curriculum maps and pacing calendars and monitor changes throughout the school year.	All K-5 Teachers	9/2014 ON-GOING TO 6/2015	Principal, APs. Coaches, Classroom Trs., Lead Trs., NTN Consultants
Teacher teams will use common planning time and Mondays' extended day PD to design/adjust curriculum units.	All K-5 Teachers	9/2014 WEEKLY ON-GOING TO 6/2015	Lead Trs. Coaches, Principal, APs., NTN Consultants
Teachers will utilize the Surfacing the Gaps protocol to look at student work and gather information to inform revisions of instructional units.	All K-5 Teachers	10/2014 ON-GOING TO 6/2015	Principal, APs. Coaches, Classroom Trs., Lead Trs.
CEI-PEA Network staff and NTN consultants will support teacher teams to adapt curriculum in order to support growth in the identified key/focus standards.	All K-5 Teachers	10/2014 ON-GOING TO 6/2015	Principal, APs. , NTN Consultant, K-5 Classroom Trs.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> PD Calendar for Teacher Teams Network Instructional Support staff to provide professional development Funding for consultant to provide NTN training Subs to cover teachers for PDs and planning sessions

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
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"> Progress Monitoring Dec. 2014, Feb. 2015, June 2015 Units of study that exhibit revisions and adjustment of curriculum units based on analysis of student work Mid-point benchmark January 2015 				
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 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.	D
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.	D
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.	E
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.	I*

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.

SOP: 5.5 QR Indicator: 1.4. Establish a formal system for using data to identify and support the social emotional needs of students in order to promote a safe and healthy school environment.

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, a system will be established to generate, analyze and interpret data on student behavior to plan and implement interventions.

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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			
Establish a weekly RTI Schedule with identified students to be discussed at RTI Meeting.	3-5 Students	Sept. 2014 On-Going, Weekly – June 2015	RTI Committee Member
RTI Team meets to discuss identified students by looking at qualitative and quantitative data.	K-5 Students	Sept. 2014 On-going Daily – June 2015	RTI Committee Members
RTI Team decides on intervention(s) to be provided, duration of support and who will provide intervention.	K-5 Students	Sept. 2014- June 2015	RTI Committee Members
At the end of the support cycle, RTI Team discusses the student again and decides on next steps (maintain cycle, remove from tier or move to another tier of support).	K-5 Students	Oct. 2014- May 2015	RTI Committee Members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
3. AIS Teacher, Counselors, School Psychologist, Principal, APs., Parent Coordinator, Social Worker, Service Providers, Coaches

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
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.				
Mid-point benchmark January 2015 and June 2015 as reflected in F&P reading assessment and end of year MOSL Results				
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 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.	D
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.	D
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.	D
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.	D*

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.

SOP: 4.2, 4.3, 4.4 QR Indicator: 1.2 Classroom instruction needs to include strategies that address the needs of all students by incorporating multiple entry points, higher-order questioning, opportunities for students to engage in discussion with each other, and the use of resources that contain high level text and content complexity.

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, 100% teachers will have utilized data to inform instruction that includes flexible student groupings and suitable instructional strategies so that students, including English Language Learners (ELLs) and Students with Disabilities (SWDs), will show increased performance and progress as measured by formative and summative assessments.

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:	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. Research-based instructional programs, professional development, and/or systems and structures needed			

<p>to impact change</p> <p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
School staff will create a school wide assessment calendar.	Teachers	9/2014	Administrators, Teachers
ESL teacher will provide push-in services to provide targeted support for ELL students using ESL methodologies.	K-5 ELLs and Classroom Trs. With ELLs	10/2014 ON-GOING TO 6/2015	Admin. , ESL Teachers and Classroom Trs.
Network and RSE-TASC personnel will provide ongoing professional development for teachers and paraprofessionals on providing multiple entry points and checks for understanding for all students including SWD and ELLs.	Sp. Ed. Trs. , Paraprofessionals	9/2014 ON-GOING TO 1/2015	Network and RSE-TASC Personnel, IEP Tr., Adm.
)			
Network ELL Specialist will support teacher teams as they incorporate Sheltered Instruction Observation Protocol (SIOP) strategies.	Bil. Trs. And ESL Trs.	10/2014 ON-GOING TO 5/2015	Network Support Specialist, Admin.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Master assessment calendar • ESL teachers’ push-in programming • Network SWD staff to provide professional development • Funding for vendor to provide SIOP training • RSE-TASC Support Specialist • Subs to cover Teachers for PDs

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • 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. 				
Mid-point benchmark January 2015 and June 2015 as reflected in F&P reading assessment and end of year MOSL Results				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes	No

specified?				
2. 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:

11. 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.
12. 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).	D
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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
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.	D*

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. 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.

SOP: 2.3, 2.5 QR Indicator: 4.1, 4.2 School wide practices include regularly scheduled teacher team meetings that provide opportunities for teachers to engage in looking at student work and relevant quality planning, and focused cycles of observation of teacher practice with relevant feedback aligned to the Danielson Framework for Teaching (FFT).

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, school practices will include the Administrative Team completing all of the cycles of observations as indicated by initial IPC’s leading to teachers receiving formative actionable feedback that is directly aligned to the eight (8) components in the Danielson Framework resulting in ADVANCE reports that evidence growth in teacher practice, and developing protocols that hold teachers accountable for engaging in structured collaborations, (teacher team meetings, professional development), that inform teaching and learning.

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:	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>
<ol 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 			
Opening staff conference will focus on the changes in ADVANCE, highlight the 8 selected competencies and the alignment to the QR and CIE's.	K-5 Trs.	9/2014	Admin.
Initial Planning Conferences (IPC's) will be conducted with all teachers to identify professional goals and select ADVANCE options 1, 2, 3 or 4 and be completed no later than Oct. 31.	K-5 Trs.	9/2014 ON-GOING TO 10/2014	Principal, APs
The CEI-PEA consultant and Network Supervisory Support staff will support the administrative team to provide focused actionable feedback to teachers in order to support teacher development. Teachers will be provided with web-based opportunities to observe best practices related to feedback from their observations.	Principal and APs	10/2014 ON-GOING TO 1/2014	D6 Talent Coach
The Administrative Team will provide targeted support to teachers as needed utilizing school and network resources.	Principal and APs	10/2014 ON-GOING TO 6/2014	Principal, APs, Coaches, D6 Talent Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Master observation schedule to allow for cycles of observation for all teachers Talent Coach to provide support on actionable feedback to teachers

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ol style="list-style-type: none"> 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. 				
Completion of observation cycles: Oct 2014, Jan. 2015, March 2015, May 2015 with actionable feedback to teachers.				
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 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:

15. 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.

16. 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.	E
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.	E
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.	D*
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.	D

Part 1b. Needs/Areas for Improvement:

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

18. 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.

SOP: 6.4 QR Indicator: 1.3, 3.4 Ensure that resources and community partnerships provide support for families to understand their children’s needs leading to their academic and behavior success.

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 the school will have strengthen communication with families in order to support them as partners in their children’s success as evidenced by increased home/school communication, parental participation in school activities and the Learning Environment Survey.

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:	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>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <ul style="list-style-type: none"> 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>The school will offer parent workshops throughout the year to promote parental awareness on the following topics:</p> <ul style="list-style-type: none"> - Curriculum - Common Core Learning Standards - Social Emotional Health 	Parents/Guardians of SWDs, ELLs and other at-risk students	10/2014 ON-GOING TO 6/2015	Principal, APs, Teachers, Parent Coordinator, Counselor
<p>The school will offer parental involvement programs including “Family Literacy Nights to promote literacy development at home thus ensuring that teachers and parents work as partners in educating children.</p>	All K-5 Families	10/2014 ON-GOING TO 6/2015	Principal, Teachers, APs, Paraprofessionals
<p>Parents will be invited to participate during publishing parties and celebrations at the end of each writing unit.</p>	All K-5 Parents	10/2014 ON-GOING TO 6/2015	Principal, APs, K-5 Teachers
<p>Teacher will conduct weekly parental outreach during Tuesdays’ parental outreach extended day sessions.</p>	K-5 Parents/Guardians	9/2014 ON-GOING TO 6/2015	Principal, APs, K-5 Classroom Trs., Cluster Trs., Paraprofessional

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> Books Classroom Teachers, Paraprofessionals, Parent Coordinator Per-session funding for Teachers for evening Workshop sessions

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													
<p> </p>													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>2. Specify a timeframe for mid-point progress monitoring activities.</p>				
<ul style="list-style-type: none"> Mid-point benchmark January 2015 Progress monitoring as reflected in parental participation in activities and Teacher’s Parental Outreach Logs 				
<p>Part 6b. Complete in February 2015.</p>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes	No

specified?				
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)	K-3 Fountas & Pinnell Running Records Hold Overs 4-5 Prior Year's Lowest 1/3 ELA State Test results	K-2 LLI (F&P Leveled Literacy Intervention) K-2 Foundations 3-5 ReadyGen Scaffolding/Comprehension Strategies SIOP 4-5 Great Leaps phonemic awareness/fluency Program	Small Group	Before the School Day During the school day
Mathematics	3-4 Identified HO	Go Math Intensive Strategies Math Games	One on one/Individual Small Group	Before the School Day During the school day Small Groups
Science	3 rd Grade Previous Year's ELA Scores	Smart Science On-Line Program Hands on Lab Activities	Individual/Small Groups	During the School Day
Social Studies	Hold Overs 4-5 Prior Year's Lowest 1/3 ELA State Test results	3-5 ReadyGen Scaffolding/Comprehension Strategies	Small Groups	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional/Behavioral and Academic	Conflict Resolution Peer Mediation Crisis Intervention PBIS Private Counseling Session	One on One Small Group/Family	During and After School

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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
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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.

School administration will work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

The school provides orientation sessions to preschool parents. We also have an open house for incoming kindergarten students and their parents in June, prior to them entering kindergarten in September. During the first two weeks of school kindergarten parents are allowed to take their child directly to the classroom.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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	431,114	X	Pgs. 10, 13, 15, 17, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	162,051	X	Pg. 20, 23
Title II, Part A	Federal	188,597	X	Pg. 10, 15, 21
Title III, Part A	Federal	35,136	X	Pg. 10, 15
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,994,580		

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.

P.S. 132 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 132, The Juan Pablo Duarte School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Juan Pablo Duarte School** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

P.S. 132 School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of

participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports

and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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: Juan Pablo Duarte	DBN: 06M132
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our supplemental Title III program will target seventy-five (75) English Language Learners in grades 1-3. Our goal is to provide an enrichment program that is aligned to our school's instructional focus: " Using a balanced literacy approach to foster academic language development.

An analysis of our 2013- 2014 NYSESLAT results for grade 1, showed that ten (10) students scored at the advance, thirteen (13) at the intermediate and two (2) at the beginners levels. In grade 2, twenty-four (24) students scored at the advance level, eleven (11) at the intermediate and two (2) at the beginners level. While in grade 3, twenty-five (25) students scored at the advance, thirteen (13) at the intermediate and five (5) at the beginners level.

Regardless of the level obtained in the NYSESLAT assessment, all identified students still need additional support in vocabulary development as well as in listening and speaking skills.

We have therefore designed a program that will service ELLs in grades 1-3 targeting twenty-five (25) students at each grade level. Twenty-five (25) 1st graders, twenty-five (25) 2nd graders and twenty-five (25) 3rd graders. The seventy-five (75) students will receive instruction in English using ESL methodologies. There will be a total of 6 groups with 2 groups on each grade level.

In first grade we will have two groups, Group 1 and Group 2. Group 1 will consist of 13 Ells from the transitional bilingual class and Group 2 of 12 Ells from the monolingual class.

In second grade we will have two groups, Group 3 and Group 4. Group 3 will consist of 13 ELLs from the transitional bilingual class and Group 4 will made up of 12 ELLs from the second grade monolingual class.

In third grade we will have two groups, group 5 and group 6. Group 5 will have 13 students from the third grade transitional bilingual class and 12 ELLs from the third grade monolingual class.

The students in this program will received instruction from six (6) ESL and/or bilingually certified teachers.

The duration of the program will be for 29 sessions from January 15 - May 7, 2015. The program will be in session for three (3) hours from 2:31pm - 5:31pm on Wednesdays and Thursdays on the following

Part B: Direct Instruction Supplemental Program Information

dates:

January 15, 21, 22, 28, 29

Feb. 4, 5, 11, 12, 25, 26

March 4, 5, 11, 12, 18, 19, 25, 26,

April 1, 2, 15, 16, 22, 23, 29, 30

May 6, 7

There are no other programs concurrently happening at the same time as the Title III program. One (1) administrator will supervise the program from 2:31pm - 5:31pm but will be paid per session from 3:31pm - 5:30pm for a total of two(2) hours after her regular work schedule is completed at 3:30pm.

Our program will have three components: reading, drama and test sophistication. Each group will have three(3) rotations during each session.

The schedule for each group will be as follows:

Group 1 (1st Graders)

2:31pm - 3:30pm Drama

3:30pm - 4:30pm Getting Ready for the NYSESLAT

4:30pm - 5:31pm Reader's Theater

Group 2 (1st Graders)

2:31pm - 3:30 Reader's Theater

3:30pm - 4:30pm Drama

4:30pm - 5:30pm Getting Ready for the NYSESLAT

Group 3 (2nd Graders)

2:31pm - 3:30pm Getting Ready for the NYSESLAT

3:30pm - 4:30pm Reader's Theater

4:30pm - 5:30pm Drama

Group 4 (2nd Graders)

2:31pm - 3:30pm Drama

3:30pm - 4:30pm Getting Ready for the NYSESLAT

Part B: Direct Instruction Supplemental Program Information

4:30pm - 5:30 Reader's Theater

Group 5 (3rd Graders)

2:31pm - 3:30pm Reader's Theater

3:30pm - 4:30pm Drama

4:30pm - 5:30pm Getting Ready for the NYSESLAT

Group 6 (3rd Graders)

2:31pm - 3:30pm Getting Ready for the NYSESLAT

3:30pm - 4:30pm Reader's Theater

4:30pm - 5:30pm Drama

To support our program we will purchase the following materials: Reader's Theater kits and Getting Ready for the NYSESLAT.

We will use Getting Ready for the NYSESLAT to develop the academic vocabulary among our students as well as provide opportunity for them to be exposed to experiences and questions that are similar to those that they will encounter while taking the New York State assessments.

We will also use the Reader's Theater a program designed to develop listening and oral language skills. Although we will address all four language modalities but will focus on targeting listening and speaking for this school year.

The drama component will help to develop academic language, foster oral language development and build self confidence in our students.

We will evaluate progress through the administration of our in-house NYSESLAT pre and post assessments and end of year NYSESLAT results from the Spring 2015 assessment.

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:

Throughout the year, all teachers, including ESL and bilingually certified teachers are provided with on-going professional development based on their interest and identified areas of need. These professional

Part C: Professional Development

development sessions have been scheduled during the Mondays and Tuesday allotted time for PD as well as during the school day. Professional development opportunities are also provided by staff developers from the Reader's and Writer's Project at Teachers' College, Network CFN 532 ELLs, Literacy and Mathematics Support Specialists, Instructional Coaches and P.S. 132 Administrators.

Through our professional development activities we will engage teachers in methods that will support them in planning and refining their instructional practices around effective strategies that will result in enhanced academic language development.

All teachers of ELLs throughout the building will receive PD on an on-going basis during seven (7) week cycles, as specified below:

Sept. 22, 2014 Accessing and Understanding Student Data Through SchoolNet/whole staff/ Presented by Michael Baker, CFN 532

Sept. 24, 2014 Adapting ReadyGen and TC Writing Units/3-5 Teachers/Facilitated by Cornelious, TC Staff Developer

Oct. 8, 2014 Using Solve Protocol for Solving Word Problems/3-5 Teachers/Facilitated by Tiffany Thompson NTN

Oct. 16, 2014 Guided Reading Instruction/2nd Grade Trs./ Facilitated by Mary Croft, Literacy Support Specialist CFN 532

Oct. 21, 2014 Planning Using the Solve Protocol/3-5 Teachers/ Facilitated by Tiffany Thompson NTN

Nov. 4, 2014 Mathematical Practices: Effective planning/3-5 Teachers/ Facilitated by Brandom Graham and Tiffany Thompson NTN

Nov. 5, 2014 Practices that Support guided Reading/ 2nd grade Teachers/ Presented by Mary Croft, Literacy Support Specialist CFN 532

Nov. 5, 2014 Unpacking TC Writing Unit/K-2 Teachers Lead Teachers/Presented by TC Staff Developers

Dec. 3, 2014 Using the Tuning Protocol to Support ELLs/K-5 Lead Teachers/Presented by Luis Quan, ELL Support Specialist CFN 532

Dec. 4, 2014 Revising 4th Grade Math Curriculum Calendar/4th Grade Teachers/Tiffany Thompson NTN

Dec. 10, 2014 Metamorphosis/ K-3 Math Lead Teachers/Prsented by Metamorphosis Staff Developers

Dec. 12, 2014 Revising 5th Grade Math Curriculum/5th Grade Teachers/ Facilitated by Ms. Craine and Ms. Wainright, CFN 532 Math Support Specialist

Dec. 15, 2014 Revising 3rd grade Math Curriculum/3rd Grade Teachers/Facilitated by Tiffany Thompson NTN

Dec. 22, 2014 Teacher Teams: Calibrating PBAs Using TC Writing Progression/K-5 Teachers/ Facilitated

Part C: Professional Development

by Teacher Teams

Dec. 23, 2014 Teacher Teams: Analyzing Student Work Through Use of TC Writing Progression/K-5 Teachers/Facilitated by Teacher Teams

January 5, 2015 Teacher Teams: Using Student Data to Revise Curriculum & Refining Teaching Practices/ K-5 Teachers/ Facilitated by Teacher Teams

Jan. 9, 2015 Building Math Fluency/3-5 Teachers/ Facilitated by Tiffany Thompson NTN

Jan. 12, 2015 Practices to Support Guided Reading/K-2 Teachers/ Facilitated by Mary Croft,Literacy Support Specialist CFN 532

Jan. 26, 2015 Effective Feedback During Writing Conferences/K-5 Teachers/Facilitated by Miriam Feliciano, Literacy Coach

Feb. 2, 2015 RTI: Multi-Tier Support to Meet the Needs of All Learners/Presented by Stephanie Rosman, AIS Teacher

Feb. 6, 2015 TC Writing Units/ 3-5 Instructional Lead Teachers/ Presented by TC Staff Developers

Feb 9, 2015 Providing Multiple Entry Points to meet the Needs of All Students/ K-5 Teachers/ Presented by Arlene Ludwig, Special Ed. Support Specialist

March 1, 2015 Explicit Instruction/K-5 Teachers/Prsented by Arlene Ludwig, Sp. Ed. Support Specialist

Four (4) additional hours of professional development will be provided to teachers participating in the Title III Afterschool Program. At the beginning of the program, a two hours of PD session will be devoted to analyzing the 2014 NYSESLAT student data results in order for teachers to know their students proficiency levels and plan for effective grouping. At the end of the program we will administer our own in-house assesment in order to measure student growth as a reslut of their participation in the Title III program.

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:

Our parent engagement activities are geared toward engaging parents and families in the various

Part D: Parental Engagement Activities

aspects of school life by creating a culture of collaboration that supports their children's English language acquisition.

From October 2014 through June 2015, workshops and activities that encourage and support parental participation and promote academic success are offered school-wide on a weekly basis. Families are invited to participate in workshops in which reading and mathematics strategies will be shared with participants. Parents will also have an opportunity to be directly involved with the creation of costumes and props for the culminating activity of the program.

The various sessions will be facilitated by our instructional coaches Ms. Craine, Ms. Feliciano, teachers, parent coordinator, community assistant and school psychologist.

Our Title III committee, made up of 6 teachers, 2 students, 4 parents, 1 guidance counselor and 1 administrators, decided to provide parents of ELLs with a series of workshops that will increase parental involvement which will lead to higher academic achievement for our ELLs. Parents will be invited via letters, flyers and phone calls to weekly meetings that will empower them to support their child at home by using the strategies and skills learned at the workshop sessions.

A series of nine (9), two(2) hour workshops will be offered to all the parents of English Language Learners as part of our Title III Program. All instruction and notifications will be in English and Spanish.

The sessions for the Title III Parent Workshops will be provided as follows:

Session 1. Overview of Program & Team Building	Dec. 18, 2014	2:31 pm - 4:31pm
	Ms. Hernandez, Teacher	
Session 2. Using technology to Develop Academic Skills	Jan. 8, 2015	2:31pm - 4:31pm
	Mr. Tavarez, Teacher	
Session 3. Supporting Fluency Development at Home	Jan. 22, 2015	2:31pm - 4:31pm
	Ms. Estades, Teacher	
Session 4. Supporting Academic Vocabulary Development	Feb. 5, 2015	2:31pm - 4:31pm
	Mr. Rojas, Parent Coordinator(No Cost to Title III)	
Session 5. Costume Designing/Staging	Feb. 26, 2015	2:31pm - 4:31pm
	Ms. Ferrandino/Mr. Pantelas, Teachers and Y. Vargas, Community Assistant (CA at no cost to Title III)	

Part D: Parental Engagement Activities

Session 6. Costume Designing/Staging	March 5, 2015	2:31pm - 4:31pm
	Ms. Ferrrandino/Mr. Pantelas, Teachers and Y. Vargas, CA (No cost to Title III)	
Session 7. Reading Strategies	March 12, 2015	2:31pm - 4:31pm
	Ms. Rosman, Teacher	
Session 8. Writing Strategies	March 26, 2015	2:31pm - 4:31pm
	Ms. Feliciano, Teacher	
Session 9. Building self Confidence in our Children	April 16,2015	2:31pm - 4:31pm
	Ms. Montolio, Psychologist	
Session 10. Culminating Activity(Parents,Students,Staff)	April 23, 2015	2:31 - 4:31pm

Additional Parent Workshops Include the following 2014-2015

Oct.	Topic	Provider	Dates	Time
	Family Literacy Night	Inwood YMCA	Wed. (10/8,22)	5:30pm-7:30pm
Nov.	Topic	Provider	Date	Time
	Family Literacy Night	Inwood YMCA	Wed.(11/5)	5:30pm - 7:30pm
Dec.	Topic	Provider	Dates	Time
	Family Math Night	Math Coach/Network	Wed.(12/3)	5:30pm - 7:30pm
	Immigration	NYC Commission on Human Rights	Thur. (12/11/14)	8:15am - 9:00am
Jan.	Topic	Provider	Dates	Time
	Yoga	Emblem Health	Wed. (1/7,14,21,28)	4:45pm - 5:30pm
	Zumba	Emblem Health	Tues.(1/6, 13, 20,27)	2:45pm - 3:45pm
	Homework Support	PS 132 Teachers	Wed. & Thurs (1/7,8,14,15,21,22, 28,29)	2:40pm - 4:40pm
	ESL	ESL Adult Ed.	Tuesdays(1/6, 13, 20, 27)	8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs. (1/8,15,22, 29)	5:30pm - 6:30pm

Part D: Parental Engagement Activities

Feb.	Topic	Provider	Dates	Time
	Housing Code Enforcement	NYC Commission...	Friday (1/16/15)	8:15am - 9:00am
	Yoga	Emblem Health	Mon. (2/2, 9,23)	8:30am - 9:30am
	Zumba	Emblem Health	Tues. (2/3,10, 24)	2:45pm - 3:45pm
	Homework Support	P.S. 132 Teachers	Wed. & Thurs (2/4,5,11,12,25,26)	2:40pm - 4:40pm
	ESL	ESL Adult Ed.	Tues. (2/3,10,24)	8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs. (2/5,12,26)	5:30pm - 6:30pm
	Bullying	NYC. Commission	Thursday (2/5/15)	8:15am - 9:00am
March				
	Yoga	Emblem Health	Mon.(3/2,9,16,23,30)	8:30am - 9:30am
	Zumba	Emblem Health	Tues. (3/3,10,17,24,31)	2:45pm - 3:45pm
	Homework Support	P.S. 132Teachers	Wed. & Thurs. (3/4,5,11,12,18,19,25,26)	2:40pm - 4:40pm
	ESL	ESL Adult Ed.	Tues.(3/3,10,17,24,31)	8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs.(3/5,12,19,26)	5:30pm - 6:30pm
April	Topic	Provider	Dates	Time
	Yoga	Emblem Health	Mon.(4/13,20,27)	8:30am - 9:30am
	Zumba	Emblem Health	Tues.(4/21,28)	2:45pm - 3:45pm
	Homework Support	P.S. 132 Teachers	Wed. & Thurs. (4/15,16,22,23,29,30)	2:40pm - 4:40pm
	ESL	ESL Adult Ed.	Tues.(4/21,28)	8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs.(4/16,23,30)	5:30pm - 6:30pm
May	Topic	Provider	Dates	Time
	Homework Support	P.S. 132 Teachers	Wed. & Thurs. (5/6,7,13,14,20,21,27,28)	2:40pm - 4:40pm

Part D: Parental Engagement Activities

ESL	ESL Adult Ed.	Tues, (5/5,12,19,26)	8:00am - 9:30am	
Technology	Adult Ed. Teacher	Thurs.(5/7,14,21,28)	5:30pm - 6:30pm	
June	Topics	Provider	Dates	Time
Yoga	Emblem Health	Mon.(6/1,8,15,22)	8:30am - 9:30am	
Homework Support	P.S. 132 Teachers	Wed. & Thurs. (6/3,10,11)	2:40pm - 4:40pm	
ESL	ESL Adult Ed.	Tues.(6/2,9)	8:00am - 9:00am	
Technology	Adult Ed. Teacher	Thurs.(6/11,18)	5:30pm - 6:30pm	

The workshops and activities offered to parents and families are facilitated by, teachers: Mr. Sosa, Ms Estades, Ms. Feliciano, Ms. Craine, Emblem Health, DOE Adult Education Teacher, The New York Commision on Human Rights and staff members from the Inwood YMCA

Parents and families will be notified via back-pack flyers, Parent Association meetings and parent coordinator outreach. All notifications will be sent home in the parent's identified language of preference for communications.

Part E: Budget

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

Allocation Amount: \$39040

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. 		s
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	_____	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$39040

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other		s
TOTAL	\$39,040.00	_____

**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 06	Borough Manhattan	School Number 132
School Name JUAN PABLO DUARTE		

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 XIOMARA NOVA	Assistant Principal ANA R. BONIFACIO
Coach DO NOT HAVE IN THE SCHOOL	Coach DO NOT HAVE IN THE SCHOOL
ESL Teacher BELINDA RODRIGUEZ	Guidance Counselor MARIA MARTINEZ
Teacher/Subject Area CHRISTINE FITZGIBBONS	Parent JANET DURAN
Teacher/Subject Area MENGQI YANG	Parent Coordinator NELSON ROJAS
Related Service Provider	Other JOANNY CORSINO
Network Leader(Only if working with the LAP team) PATRICIA GARCIA	Other AMADA CASTRO

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	13	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	632	Total number of ELLs	332	ELLs as share of total student population (%)	52.53%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	1	1	1	1								5
Dual Language <small>(50%:50%)</small>	1	2	2	1	2	1								9
Freestanding ESL														
Push-In	2	2	2	1	3	2								12
self-contained	0	0	0	0	0	0								0
Total	3	5	5	3	6	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	332	Newcomers (ELLs receiving service 0-3 years)	256	ELL Students with Disabilities	56
SIFE	7	ELLs receiving service 4-6 years	77	Long-Term (completed 6+ years)	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	93	7	12	8	0	1	0	0	0	101
Dual Language	82	0	4	29	0	0	0	0	0	111
ESL	80	0	27	40	0	17	0	0	2	120

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	255	7	43	77	0	18	0	0	2	332
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	16	21	21	21	23								102
SELECT ONE														0
SELECT ONE														0
TOTAL	0	16	21	21	21	23	0	102						

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	19	3	27	11	16	31	9	19	23	23	17	13							111	100
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	19	3	27	11	16	31	9	19	23	23	17	13	0	0	0	0	0	0	111	100

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): 211

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other: AR

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	9	22	25	18	22	21								117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	22	25	18	22	21	0	117						

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)	11	13	15	10	19	19								87
Intermediate(I)	8	24	27	10	34	15								118
Advanced (A)	8	31	20	28	13	27								127
Total	27	68	62	48	66	61	0	0	0	0	0	0	0	332

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	11	12	16	10	18	17							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	8	24	25	10	34	15							
	A	8	32	20	26	13	27							
	P	10	2	7	4	5	8							
READING/ WRITING	B	11	12	16	10	18	17							
	I	8	24	25	10	34	15							
	A	8	32	20	26	13	27							
	P	10	2	7	4	5	8							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				4
4	75	27	17	0	119
5	45	37	6	0	88
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4								4
4	72	23	38	6	11	1	0	0	151
5	35	16	19	6	11	2	2	0	91
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	9	16	11	10	12	4	1	67
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0			
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)	3	20	53	42	0	0	12	24
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.

Question #1

Our school is currently using Fountas and Pinnell, Easy CBM, MOSL, Foundations(Grade 1 and 2, extended day)to assess the early literacy skills. The data from these assessments provide our teachers with fundamental information to drive instruction in the areas such

areas of concern, phonemic awareness, reading level, reading comprehension, fluency rate, accuracy rate and writing skills. Teachers use this data to create small groups for differentiated instruction. At weekly grade level meetings teachers have the opportunity to share the data and create curriculum maps where they integrate the content with the literacy units. After reviewing the data we have noticed that our ELLs continue to have difficulties with decoding skills, reading accuracy, reading fluency and reading comprehension as well as writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the previous years, in the areas of Listening and Speaking, students in the lower grades were not reaching proficiency levels as the upper grades. In contrast, in the areas of Reading and Writing, students in the upper grades were not reaching proficiency levels as the lower grades. However, in the Spring of 2013 due to the higher expectations of NYSESLAT to be aligned to the Common Core Standards, our students' performance decreased in all four modalities.
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 [AMAO tool](#))
In the beginning of the school year, the classroom teachers are provided with the NYSESLAT results so that they can analyze the data of each modality to identify each individual ELL student's strength and weaknesses for the purpose of grouping and differentiated instruction. Patterns across NYSESLAT modalities also affect instructional decisions with areas of focus for the ELL students. As a result our school is focusing on vocabulary development through guided reading, writing, interactive Word Walls, and through the content areas.
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?

Question #4a

In 2013 the state has raised the rigor of all the standardized tests to be aligned to the Common Core Learning Standards, the testing scores of our ELLs have dropped. As comparing the students taking the test in English and in their native language, there were a total of 151 fourth graders who took the Math test in 2013, 121 of them took the test in English (60% scored level 1, 31% scored level 2, 9% scored level 3 and 0% scored level 4), 30 fourth graders took Math in Spanish (77% scored level 1, 2% scored level 2, 3% scored level 3 and, 0% scored level 4).

91 Fifth graders took the Math State Exam last year, 67 took the test in English (52 % scored level 1, 28% scored level 2, 16% scored level 3 and 3% scored level 4). 24 of them took the test in Spanish (67% scored level 1, 25% scored level 2, 8% scored level 3 and 0% scored level 4).

There were 67 Fourth Graders took science test in 2013. 34 of them took it in English, 12% score level 1, 47% scored level 2, 29% scored level 3, and 12% scored level 4. 33 of the them took the test in Spanish (27% scored level 1, 33% scored level 2, 36% scored level 3 and 3% scored level 4.)

In conclusion, the ELLs who took the tests in English performed better than the students who took the tests in Spanish.

Question #4b our school opted not to administer the ELL periodic assessment.

Question #4c. N/A

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](#).)

We use various data sources to evaluate the academic progress of ELLs among which are the NYSESLAT data, Easy CBM and running records in both English and Spanish.

The NYSESLAT data helps us identify the levels of English language proficiency in each modality Reading, Writing, Listening and speaking. The easy CBM is a universal screener that provides information as to how individual students are doing compared to other students in their class as where they stand compared to their grade level peers on a national level. The running records provide information as to the student's current reading level compared to established benchmark for the grade.

For ELLs that are not showing sufficient progress through Tier I interventions provided by the classroom teachers, more intensive intervention is provided at Tiers II and III. Tier II interventions are provided in small groups of 4-6 students during the school day and

during the extended day. We use two technology based programs, imagine learning for students at the beginners level and Read 180 for students performing at the intermediate or advance levels. For students that have not yet mastered phonemic awareness, intervention is provided using Foundations for English and Estrellitas for Spanish.

Tier III interventions are provided to students that have not made adequate growth within the Tier II cycle. At Tier III students are provided with a more targeted intervention on a one to one basis or small group with a maximum of three students. The cycles of intervention are provided during the school year for at risk ELL students'. Progress monitoring occurs throughout and at the end of each cycle using Easy CBM, an online assessment. The results of this assessment inform us as to how identified at risk students are performing compared to where they were at the initial point of the cycle, how they compare to their peers on a national level.

The results of the assessments are evaluated in order to make informed decisions as to whether or not the student needs to continue receiving intervention in the same pillar at a different tier, if intervention is needed in a different pillar or if targeted intervention is no longer needed.

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

We have always taken into consideration the ELL's second language development in our instructional decisions by:

- Analyzing data for the purpose of grouping and differentiated instruction;
- Intergrating ESL strategies, TPR, Visual aides, explicit instruction and modeling in the classrooms.
- Using the S.I.O.P model for Sheltered Instruction;
- Vocabulary development through various means;
- Intercative learning through techonology;
- Facilitating Language acquisition through the content area.
- Using Sentence Frames to facilitate the development of ELL's academic 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?

In 2013, 36 EPs took the State ELE test. 33% scored at the Q3 Percentile level and 67% scored at the Q4 Percentile level. English proficient students are assessed in the second language (Spanish) with the NYS ELE exam, Fountas and Pinnell, and the end of units test in the content areas. In 2003, one hundred four (104) EPs took the New York State ELA and Math tests. On ELA, 36% scored 1's, 44% scored 2's, 20% scored 3's, and 0% scored 4's; On Math, 38% scored 1's, 40% scored 2's, 20% scored 3's, and 2% scored 4's. In the same year, thirty seven (37) EPs took New York State Science Test, 0% scored 1's, 16% scored 2's, 52% scored 3's, and 32% scored 4's.C

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

We evaluate the success of our programs for ELLs through the use of relevant indicators of the Continuum of Literacy Learning as well as benchmark assessments for the program. In addition, the success of our ELLs program continueS to be monitored by analysis of State testing data (ELA, Mathematics, NYSESLAT), MOSL, Easy CBM, review of student portfolios, as well as other teacher created assessments.

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](#).)

To ensure that our school is aligned with New York State Part 154 mandates for English Language Learners, we take the following steps: Upon registration of newly enrolled students, our pupil accounting secretary will interview the parent or guardian orally to find out what language is predominantly spoken in the home. Then, the parent or guardian will be asked to complete a Home Language Identification Survey (HLIS). If the parent or guardian requires help filling out the survey, an ESL certified teacher (Ms. Rodriguez, Ms. Yang, or Ms. Ffzigibbons) will meet with the parent to assist them in filling out the HLIS. Once the HLIS is collected

and it is determined that a language other than English is predominantly spoken in a child's home, an ESL staff member will administer the Language Assessment Battery-Revised (LAB-R). If the student is found not to be proficient in the English LAB-R, the ESL teachers will administer the Spanish LAB. An ESL staff member will informally interview the student prior to administering the LAB-R. The students who score below the proficiency on the LAB-R will be identified as an English Language Learner and becomes eligible for state-mandated ESL services. Finally students are placed according to eligibility.

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.

To ensure that parents understand all three programs (Transitional Bilingual, Dual Language, Free standing ESL) provided by our school, several steps are followed: Within 10 days of requesting a student, parents are invited for an orientation and program selection meeting. During this meeting, ESL certified teachers (Ms. Rodriguez, Ms. Yang, Ms. Fitzgibbons) , will show the Parent Orientation Video provided by the NYC Department of Education. ESL staff are also available to provide more detailed information about the programs available at our school. After the orientation workshop and the video watching, the parents have an opportunity to ask questions. The ESL staff members, and administrators are available to provide answers. Parents then fill out the Parent Selection Form which indicates the program they want to choose for their children. Students are placed in the appropriate programs according to parent's choice. If the parent's program choice is not available at our school, the parents will meet with an Assistant Principal who will explain other available choices. If parents still want their first choice (which is not available at our school), parents have the option to transfer the student to another school where their first choice is available. Parents who are undecided about what would be a suitable program for their child are asked to come back to our school and watch the video again accompanied with a pedagogue. The pedagogue will answer any questions/ concerns and assist parents in choosing the most appropriate program for their child.

The following is a timeline of the available dates for program choice meetings:

- September 2013: Program Choice Video is shown and the orientation workshop is provided to the parents on a daily basis.
- October - June 2014: Program Choice Video is shown and the orientation workshop is provided as needed.

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

The Program Selection Forms are collected from the parents directly after the Parent Orientation Video meeting. After a student is identified as an ELL, an ESL teacher determines which ELL entitlement/non entitlement letter is required to be sent home. Entitlement letters are sent home to student's address via local mail /or send home with students. The Assistant Principal in charge of ELLs compliance keeps a copy of the letters that have been sent home.

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 Parent Coordinator ensures that all parents sign the program choice form in order for students to be placed in the appropriate instructional program. We use parents choice (as much as possible) to place students in the appropriate instructional programs. The Bilingual Pupil Accounting Secretary (Ms. Taveras) sends letters home in the parent's language of preference to advise the parents of the program placement. After the child takes the LAB-R, depending on the hand scored results, the ESL teachers compare the LAB-R results with the parents' choice form. When the student's LAB- R scores are extremely low the ESL teachers will meet with the administration and the parents. The meeting conducted in the parent's native language is to discuss any other suitable instructional program based on the LAB-R scores, to ensure that the child will be able to succeed academically.

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.

Question 1

To ensure that our school is aligned with New York State Part 154 mandates for English Language Learners, we take the following steps: Upon registration of newly enrolled students, our pupil accounting secretary will interview the parent or guardian orally to find out what language is predominantly spoken in the home. Then, the parent or guardian will be asked to complete a Home Language Identification Survey (HLIS). If the parent or guardian requires help filling out the survey, an ESL certified teacher (Ms. Rodriguez, Ms. Yang, or Ms. Ffizgibbons) will meet with the parent to assist them in filling out the HLIS. Once the HLIS is collected and it is determined that a language other than English is predominantly spoken in a child's home, an ESL staff member will administer the Language Assessment Battery-Revised (LAB-R). If the student is found not to be proficient in the English LAB-R, the ESL teachers will administer the Spanish LAB-R. An ESL staff member will informally interview the student prior to administering the LAB-R. The students who score below the proficiency on the LAB-R will be identified as an English Language Learner and becomes eligible for state-mandated ESL services. Finally students are placed according to eligibility.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) at

our school include:

Prior to the administration of the NYSESLAT, an ESL teacher will ask the pupil accounting secretary to generate a list of students who are eligible for the NYSESLAT according to the ATS Report. The ESL department will then cross reference the eligible list generated from the ATS Report with the test history data gathered by the ESL teachers. Once all students who are eligible for the NYSESLAT are identified, the ESL teachers will report the eligible list to the Assistant Principal who is in charge of testing. The school's testing team works out a time line as well as a testing memo. The NYSESLAT is administered in the following time line:

First the Speaking part of the assessment is administered individually by licensed ESL teachers. The remaining three modalities are administered thereafter.

Day 1: Grade 2, 3 and 4 Listening Test.

Day 2: Grade 2, 3 and 4 Reading Test.

Day 3: Grade 2, 3, and 4 Writing Test .

Day 4: Grade K, 1 and 5 Listening Test.

Day 5: Grade K, 1 and 5 Reading Test.

Day 6: Grade K, 1 and 5 Writing Test.

Day 7: Make up testing for all grades begins

The teachers use the NYSESLAT/LAB-R data on the 4 modalities to guide their daily instruction.

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. [🔗](#)

P.S. 132M offers all three program models. The programs offered at our school are: Free Standing ESL, Dual Language, and Transitional Bilingual. Our ELL population is housed within two academies: The Bilingual Excellence Preparatory Academy (BEPA) and the Literacy Through the Arts Academy (LTA). The Transitional Bilingual and the Dual Language programs are housed in the BEPA Academy and the Free Standing ESL Program is housed in the LTA. The parents of ELLs have the opportunity to select programs for their children. After the parent selects and signs the program selection form, a tracking sheet is kept by the ESL team. After a brief analysis for this school year, parent's choice of program reveals that parents selected DL, parents selected ESL and parents selected Transitional Bilingual as their first choice of program. Over the past three years the trend of program selection shows that about 75% of our Spanish speaking parents select a bilingual Spanish (TB or DL) program and 25% select an ESL program.

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])?

Question #1 a.

P.S. 132 utilizes the following organizational teaching models:

Push In- Free Standing ESL Program. Within this model the ESL teachers co-teach with the classroom teachers. ESL is taught through the content areas. The weekly instructional time received by ELL students is as follows: Beginners= 360 minutes, Intermediate= 360 minutes and Advanced students receive 180 minutes every week.

Our Dual Language Program has two Bilingual/ESL certified teachers per grade. Each teacher delivers instruction in one language (Spanish or English). Students receive 50% of instruction in Spanish and 50% of instruction in English. However, in self-contained TB and DL models, the teacher is responsible for delivering instruction in both languages.

Our Transitional Bilingual Program delivers instruction in Spanish and English as follows: Beginner = 60/40, Intermediate =50/50 and Advanced =25/75.

#1b.

The school utilizes a heterogeneous model in which teachers ensure that all ELL students receive the total mandated minutes of instruction according to their educational needs. Our goal is to ensure that all English Language Learners achieve academic success. In grades 3, 4 and 5 (Free Standing ESL Program), we utilize literacy and math block models: the class travels together as a group. In the self-contained Dual Language Program, the instruction is delivered one day in English and one day in Spanish.

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)?

Question#2

In order to assure that the mandated number of instructional minutes are being provided according to proficiency levels in each program, various measures have been implemented. In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English). All content areas are taught in both languages. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a content based approach, using ESL methodologies. The number of required ESL units taught at each level is determined by the student's proficiency level in English as per the NYSESLAT/ LAB-R assessments. Teachers use a variety of ESL strategies to accommodate the needs of the ELLs (i.e. total physical response, songs, chants, scaffolding, artifacts, graphic organizers, sentence frames ,and S.I.O.P- Sheltered Instruction model etc.)

In the Free Standing ESL program, explicit ESL instruction is delivered by fully certified ESL teachers. ELL Students are grouped heterogeneously in each class. After the class instruction, ELL students are divided into sub-groups based on their performance level for the purpose of differentiated instruction.

Explicit NLA instruction is delivered by the Bilingual Certified classroom teacher as per CR Part 154- 60 to 90 minutes per day for beginners, 45 to 60 minutes per day for intermediate and 45 minutes per day for advanced students during the components of the balanced literacy program or mathematics.

Explicit ELA instruction is delivered by the classroom teacher as per CR Part 154. 180 minutes per week of ESL instruction is delivered by the classroom teacher through the content area of science and social studies. Using the ReadyGen Program, teachers deliver explicit ELA instruction through the various components of the ReadayGen program such as read-alouds, guided reading, shared reading and shared writing. Intermediate and Advance level students receive instruction in ELA by their classroom teacher in all content areas. As students move closer to reaching proficiency level, the amount of English language instruction is increased in the Transitional Bilingual program.

In the Free-Standing ESL program, explicit ELA is delivered by the classroom teacher. All instruction, including all components of the ReadyGen Program, is taught in English. In the TB and DL classes, explicit Native Language Arts (NLA) is taught by the classroom teacher adhering to the time allocation previously mentioned for students at the Beginner, Intermediate and Advanced

levels. All components of balanced literacy are taught in Spanish for beginning level students. As students move from level to level, native language arts continues to be taught with an increased amount of English instruction being taught through the content areas of mathematics, social studies and science.

As a school, all staff members working with ELLs integrate reading and writing into all the content areas and provide multiple opportunities for ELLs to write in their Native language as well as in English. By focusing our efforts on all three programs that service our ELLs, with special emphasis on the Transitional Bilingual program, our English Language Learners will be provided with focused vocabulary development which will lead to increased academic achievement.

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.

In order to successfully plan instruction for our ELLs, every teacher and administrator analyzes and interprets the New York State English as a Second Language Achievement Test (NYSESLAT) for every student at the beginning of the school year. This activity allows the teachers to plan programs that best fit ELL needs by allowing them to group students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English as dictated by the State's Language Allocation Policy for transitional bilingual and ESL programs.

Transitional Bilingual

Students in the Transitional Bilingual program are grouped according to proficiency levels on the NYSESLAT. At the beginning of the school year teachers are asked to develop a daily schedule that reflects the required number of minutes for instruction in native language arts, and ESL following the 60/40, 50/50 or 25/75 program models. Administrators are responsible for monitoring adherence to the established schedule.

In Transitional Bilingual programs, the native language is used as a means of further developing literacy skills in the student's native language so that these skills could be later transferred to the English language. The amount of time that the student receives instruction in his native language is determined by his proficiency level in English as identified by the NYSESLAT with students at the Beginners, Intermediate and Advance levels receiving instruction 60%, 50% or 25% of the time in Spanish.

Dual Language

In the Dual Language programs, students receive instruction for 50% of the time in their native language (Spanish) and 50% of the time in English throughout their participation in the program. Instruction in the native language and in English is imparted in literacy as well as all other content areas (mathematics, science social studies, technology and art).

Free Standing English as a Second Language Program

In the Free Standing ESL program all instruction is received in English with additional support from ESL certified teachers following the push in model. ELLs scoring low in the reading and writing strands of the NYSESLAT are provided with additional support during the extended day program.

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

Question 4

ESL teachers administer the LAB-R for new arrivals. The 3rd - 5th grade students take the ELE exam in their native language annually. Transitional and Dual Language classes are assessed in reading in their native language in order to identify their reading level in their native language. All the students in the bilingual programs are assessed at the same time that all EPs are assessed. We follow the same testing procedures in both native and second language. We currently use Fountas and Pinnell assessment to assess native language skills.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Newly arrived ELLs are evaluated in four modalities using LAB-R test upon their arrival. Throughout the year, we use Fountas and Pinnell assessment, EASY CBM, MOSL, portfolio tasks to evaluate ELLs' reading and writing skills. We also use informal observations to evaluate ELLs' listening and speaking skills on going.
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).

Part A

In order to support our newcomers, our TB and DL teachers are utilizing Imagine Learning in our after school program. It uses technology to develop students' phonemic awareness, decoding, reading and writing skills. We currently have 7 SIFE students. Since these students lag behind in their native language skills, they are placed in programs where teachers can capitalize on the student's listening and speaking skills in order to further develop their reading and writing skills. SIFE students are able to have additional support and learn from their peers who serve as positive language models in Spanish when they are placed in the same class with other bilingual students that are literate in their native language

Part B

We currently have 256 newcomers. There are 94 students in the TB program. In this program students receive literacy instruction in their native language and acquire the second language through the content areas (Math, Science, Social Studies). The instruction is modified according to the needs or level of each student. As a result the native language becomes stronger and the skills transfer to the 2nd language (English).

Part C

There is a total of 77 English Language Learners with 4 to 6 years of service in our school, 8 of these students are in the TB program including 1 with special needs; 29 in the DL program including 0 with special needs and 40 students are in free standing ESL classes including 17 students with special needs. Students in the Transitional Bilingual and Dual Language Programs receive intervention in their native language (Spanish). A total of 119 ELL monolingual students receive mandated ESL provided by certified ESL teachers who co-teach with the classroom teacher. The classroom teachers and the ESL teachers use differentiated instruction for the ELLs.

Part D

This year we have 10 long-term ELLs. Both ELA and ESL teachers provides scaffolded instruction focus on vocabulary development through the ReadyGen Curriculum. The long-term ELLs also receive Tier II Intervention through the extended-day program.

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?

The instructional strategies that teachers use with ELL-SWD's that provide access to academic content areas and accelerates English language development are as follows: Smart Boards with Laptops for interactive instruction, Graphic Organizers, Visual Aids, Word Walls, Charts, Read Alouds, and Systematic Repetitions are done through ESL methodologies and Push in ESL. Those strategies are implemented through Modeling, Dramatization, Guided Writing, Great Interactive Read Alouds, Audio Books/CD's, E-books, Interactive Writing, Morning Message, multi-sensory approach to develop phonemic awareness and other accommodations such sentence frames and the S.I.O.P model. Social Studies and science textbooks are accompanied by leveled trade books, big books, maps, charts, and graphs related to content areas to make teaching more explicit for ELLs.

ReadyGen for literacy, Go Math, Jump Math, Fundation K through 2 (Extended Day), Foundations K-2, Weekly Reader 4-5, Scholastics for Kids, Reader's Theater, National Geographic, Harcourt. Imagine Learning, and Read 180. Some teachers use other supplemental materials, such as computerized program Starfall, and Atrs Connection.

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

The Curricular flexibility used to meet the diverse needs of ELL-SWDs within the least restricted environment is as follows: ESL teachers Push in to the self contained classrooms. Self-Contained ELL-SWD's are mainstreamed during science instruction. Teachers and clusters maintain consistent articulation in order to build a curriculum collaboration throughout the grades. Our school focuses on implementing flexible instructional strategies which will meet the diverse needs of ELL-SWDs such as: Scaffolding, Differentiated Intruction, Targeting Different Learning Styles, Informal Observations, Small Group Instruction and Data Driven Instruction. In order to meet the diverse needs of our ELL-SWDs within the least restricted environment, our school uses a unified curriculum per grade, incorporating flexible schedules. Teachers meet weekly during a common prep in order to plan units of studies using ReadyGen, Go Math and Jump Math programs. The school utilizes a heterogeneous model in which teachers ensure that all ELL students receive the total mandated minutes of instruction according to their educational needs. Our goal is to ensure that all English Language Learners

achieve academic success. Teachers of ELL SWDs participate in all professional development opportunities, grade level meetings, curriculum planning, and data meetings.

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

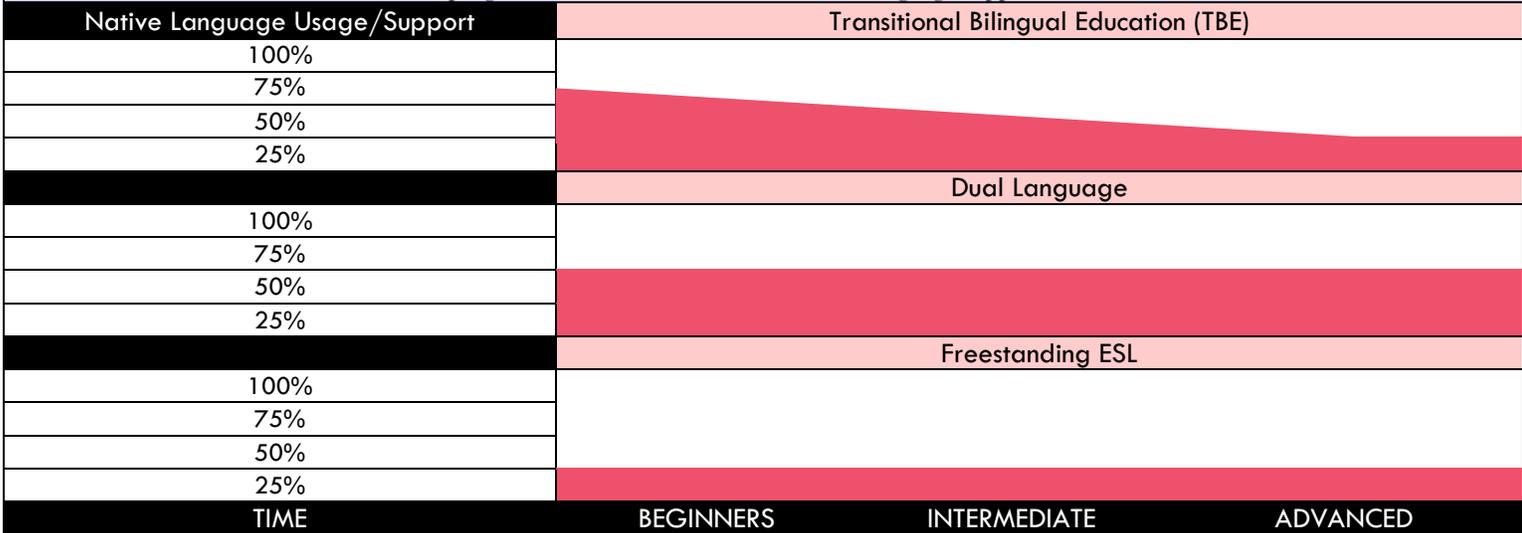
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.
- The intervention services provided by our school ranges from Tiee I to Tier III in both languages. Tire I and II interventions are provided with both English and Spanish. Tire III is provided with English.
- For the beginners, we use Estrellitas to help develop students' native language, and we use foundations (k-2) to develop students' phonemic awareness and decoding skills; For the intermediate and advanced students, we use Quick Reads and Common Core Clinics to develop students' reading fluency and comprehension; We also use interactive Word-Wall to support the development of Tire 2 and Tire 3 vocabulary.
 - Push-in services by AIS teachers to support the current curriculum, in small groups, during the school day
 - Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes).
 - Differentiated math instruction (small group) during the school day and after school using manipulatives, math games to develop and reinforce math concepts.
 - Push in services by ESL teachers to support science and social studies in order to help ELL students acquire English language as well as content area knowledge.
 - Extra resources for Science/ Social Studies: Informational texts from the bookroom for science and social studies guided reading, National Geographic series, I-Openers , and Scholastic News.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are currently implementing new curriculums: Ready Gen, Go Math, and Jump Math for literacy and math instructions. We will evaluate the effectiveness of these programs in the following year..
11. What new programs or improvements will be considered for the upcoming school year?
- After analyzing the data and outcomes of Ready Gen, Go Math, and Jump Math in the end of this school year, we will evaluate which new program or improvements we need to implement for the upcoming year.
12. What programs/services for ELLs will be discontinued and why?
- We are currently implementing the Ready Gen Curriculum which includes reading, writing, and phonics in literacy program. Due to lack of funding we had to discontinue the extra support given to our SIFE students by the Native Language Art Specialist.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our entire school community is offered equal access to all school programs. . Our school's supplemental services are: Catholic Charities Community (Alianza Dominicana After School Program), ELL's Academy using Read 180; Imagine Learning for SIFE students and new arrivals, Music Glee Club, Art Club, and Basketball/Baseball Club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials and technology used at our school are: Ready Gen,Go Math,Jump Math, Estrellitas(extended-day,K-2,Spanish), Foundations (extended-day, K-2 English); Read 180; Harcourt NYC Edition Science and Social Studies (K-5). Quick Reads, Starfalls (computerized program); Imagine Learning (computerized interactive learning program); Smart Board, I-Pad.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The Native Language is supported by native language libraries in every class. In the TBE classes, in the beginning of the school year, 75% of the instruction is delivered in Spanish, 25% of the instruction is delivered in English, as the year progresses, the English instruction increases, and the Spanish instruction decreases. In the Dual Language Program, 50% of the instruction is delivered in Spanish, and 50% in English.All our ELL students receive instruction by certified Bilingual or ESL teachers in each program model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The support and resources provided to our ELLs is appropriate to both their age and grade level.
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.
- This question is Not Applicable to our school.
18. What language electives are offered to ELLs?
- This question is Not Applicable to our school.
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)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Question a.

In the Dual Language program all students in grades K- 5 receive instruction 50% of the time in English and 50% of the time in Spanish. In the TBE classes, in the beginning of the school year, 75% of the instruction is delivered in Spanish, 25% of the instruction is delivered in English, As the year progresses, the English instruction increases, and the Spanish instruction decreases. In the Free Standing ESL Program, the target language (English) is used 100% of the time.

Question b.

In our Dual Language program, TBE, and Free Standing ESL Program, EPs and ELLs students are integrated 100% of the time. All content areas are taught in both languages.

Question c.

In the Dual Language Program, students receive 100% of instruction in English with one teacher on a specific day. The following day, students receive 100% of instruction in Spanish from the co-teacher. The exception to this model is writing instruction which is taught in one language for an entire unit and the other language for the following unit. Each class will publish in the language that the unit was taught. For the following units the classes will continue to publish alternating languages.

In the TBE Program, phonics and Reading is delivered in English, Math is delivered in both English and Spanish, Social Studies and Science is delivered in both languages. In the beginning of the school year, 75% of the instruction is delivered in Spanish, 25% of the instruction is delivered in English, as the year progresses, the English instruction increases, and the Spanish decreases.

For the Free Standing ESL Program, students receive all the instructions in English, including all the content areas.

Question d

We use the side by side model in most of our Dual Language classes with the exception of two self-contained Dual Language classes in K and 5th Grade.

Question e

In the model used by the school, students are taught in both languages simultaneously.

C. Professional Development and Support for School Staff

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

Question 1

The school provides professional development offering a variety of sessions for all teachers. These grade meetings are scheduled monthly. All Teachers of English Language Learners will have access to the PD offered by the Network. Selected teachers will attend and turnkey the information to the rest of the teachers. The network provides monthly on going professional development targeted to specific programs. The transitional bilingual teachers work on specific training related to their students needs as well as DL and the ESL Push-in Program.

Question 2

Beginning in June 2013, most our staff members have been attending the professional development for the new curricula Ready Gen, Go Math, Jump Math which are aligned to the Common Core Learning Standards. In September, we have sent selected teachers to attend the on going training for the above mentioned programs. The attendees will then turnkey to the rest of the staff. We also send our ESL teachers for the S.I.O.P professional development throughout the year which provides scaffolding instruction which is aligned to the Common Core Learning Standards. The Network ELL Support Specialists will provide our teachers of ELL with weekly ongoing support during the implementation of the SIOP model in order to support them as they engage in the Common Core Learning Standards.

Question 3

The Guidance Counselors together with the Parent Coordinator meet with parents at an open house where all the parents are informed about the support that the school will be providing regarding the transition to Middle school. The parents are informed about the different open houses around the city which are available to them as well as the process to follow regarding Middle School choice. The meetings are conducted in English with simultaneous translation to Spanish.

Question 4

We currently do not have any teachers in need of the Jose p 7.5 hrs training. Nevertheless, the network conducts monthly bilingual meetings where ELL related information is shared and later is turnkey to the teachers during the faculty meetings and Teacher Team meetings. In case that we hire a teacher in need of this training, the ELL network support specialists will assist us to conduct the training. The documentation of the records are kept by our school payroll secretary, Ms. Casey) in the main office.

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?

Question #1

Parents are able to get involved in school by volunteering to be a Class Parent Representative for their child's class. These parents are a communication link between the teacher and other parents in the class and help foster a sense of classroom community. Some possible responsibilities include: coordinating chaperones for class trips and getting parent volunteers to assist in the classroom. Our school has an active and vibrant Parent Association. All parents are welcome and invited to participate. General PA meetings are held monthly, typically the 3rd Wednesday of the month at 8:30a.m., with information provided in Spanish and English. These meetings provide information about what is happening at the school and also provide a forum for parents to meet other parents and to exchange ideas. The Parent Association's annual fundraisers have included the Candy Sale, School Photographs and Caps and Gowns Sale. Money raised by the PA helps fund activities and events throughout the school year. We also invite parents to attend our Title I and Title III meetings in order to engage them in the decision making process of after school programs and the Language Allocation Policy.

Question #2

We currently have the following community based organizations that provide workshops to ELL Parents: Positively Healthy Classrooms/Teachers College Columbia University provides upper grades with informational strategies on how to live a healthy life style. Catholic Charities Community (Alianza Dominicana) provides after school services (home work help, tutoring, cultural and recreational activities. Through Title III funds, the school provides the parents with a series of workshops connecting the home with the school. These workshops cover topics such as helping your child to succeed academically, behavior management, stress management, etc.

Question #3

We evaluate the needs of parents through the use of the following:

We send home a parents needs assessment survey at the beginning of the school year to gather information regarding the needs of our parents. After every workshop, we ask the parents to provide us with feedback to help us evaluate the content of the workshop and to assess the needs for future parent workshops. We receive monthly feedback from the School Leadership Team parent members. We also receive regular feedback from the Class Parent Representatives.

Question #4

In order to address the needs of the parents we provide them with information as follows:

- Official report cards are distributed in November, March and June in English or Spanish.
- The special education teachers and related service providers also distribute progress reports during the official report card dates.
- Parents are provided with information and access to ARIS and Acuity reports, in English or Spanish, as a means of monitoring their child's performance and progress.
- Parents are provided with performance profiles (portfolios) and individual student assessment results, such as Fountas and Pinnell, Foundations, Estrellitas, EDEL (for Spanish Students) for each child and other pertinent education information from the school district.
- Parents have access to the school's webpage. On this webpage parents will find sub-links to ARIS, Acuity Reports and a Monthly Parent Newsletter. The school URL is as follow, www.PS132m.net . The school sends a letter informing parents of the school webpage, the parent link, and the URL.
- Educational evaluation meetings with parents of at risk students are scheduled in January and in June.
- Parents are provided with reasonable access to staff. Pedagogue are available to meet with parents during preparation periods at the request of the parent or teacher.
- At the beginning of the school year, Parent Orientation Meetings are scheduled so that parents and teachers can meet to discuss the curriculum, classroom goals and objectives. These meetings take place in the morning for about an hour.
- The Principal and Assistant Principals have an open door policy.
- Out of classroom support staff members are also available to meet with parents during the school day or after school. The staff members are: School Psychologist and/or Social Worker, Guidance Counselors, AIS teachers, Related Service Providers and the IEP Teacher.

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.

our goal is to communicate, whenever feasible, with non-English speaking parents in their home language in order to support:

- parent-school accountability
- parent access to information about their child(ren)'s educational options
- parents' capacity to improve their child(ren)'s achievement

Based on our analysis of 628 HILS, we identified that translation and interpretation service are needed in the following languages: Spanish and Arabic. We have 617 Hispanic, 1 Native America, 4 Black, and 6 White parents, according to the data on ATS(RDSG report - the NCLB disaggregation groups. We also analyzed the Language resources presently available in our school and these are: 30 teachers that speak Spanish, one teacher that speaks Mandarin and one teacher that speaks Russian.

Our school follows all the necessary procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education in compliance with Section VII of the Chancellors Regulations A-663 . As a school we understand:

- that minor students may not provide translation services
- the Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements.

Part VI: LAP Assurances

School Name: JUAN PABLO DUARTE		School DBN: 06M132	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Xiomara Nova	Principal		11/14/13
Ana R. Bonifacio	Assistant Principal		11/14/13
Nelson Rojas	Parent Coordinator		11/14/13
Belinda Rodriguez	ESL Teacher		11/14/13
Janet Duran	Parent		11/14/13
Mengqi Yang	Teacher/Subject Area		11/14/13
Christine Fitzgibbons	Teacher/Subject Area		11/14/13
N/A	Coach		11/14/13
N/A	Coach		11/14/13
Maria Martinez	Guidance Counselor		11/14/13
	Network Leader		
Joanny Corsino	Other <u>Parent</u>		11/14/13
Amada Castro	Other <u>Parent</u>		11/14/13
Maritza Castro	Other <u>Parent</u>		11/14/13
Patricia Garcia	Other <u>ELLNetwork Support</u>		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **06m132** School Name: **P.S. 132 JUAN PABLO DUARTE SCHOOL**

Cluster: **05** Network: **CFN 532**

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 used the ATS report (RDGS) and the LAP data report in order to assess the language needs of our parent population.

our goal is to communicate, whenever feasible, with non-English speaking parents in their home language in order to support:

- parent-school accountability
- parent access to information about their child(ren)'s educational options
- parents' capacity to improve their child(ren)'s achievement

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.

Based on our analysis of 629 ATS student data, we identified 617 Hispanic, 1 Native American, 5 parents as Black, and 6 White parents. We also identified the Language resources presently available in our school which are: 31 teachers that speak Spanish, one teacher that speaks Mandarin and one teacher that speaks Russian. Findings were shared with all the current established committees (LAP, CEP, SLT, Title I, Title III, etc.), this information is shared with the P.S. 132 community via the active members of these committees.

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.

The school provides the following services in order to meet the identified needs indicated above:

All curricular and written communications with parents is sent home in English and/or Spanish. For speakers of other languages, translations are available as needed. Written communication includes different forms, letters, notices, and consent forms for parents, parent-teacher communication letter, Instructional plan, parent workshop calendar, students academic goals for math and literacy, science and social studies home connection letters, Parent Handbook, Parent Involvement Policy, School-Parent Compact, pamphlets/brochures, etc. Various staff members are available to provide translation and interpretation in order to increase written and oral communication. Academic materials shared with parents are translated in Spanish. In house staff is utilized for translation of these materials. In addition, an outside DOE vendor is used to translate in an event that we have a parent who speaks other language than English, Spanish, Mandarin or Russian.

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

The oral interpretation will be provided as follows:

In house staff members are always available to provide translation/ simultaneous translation at general meetings (formal face-to-face interactions) for those non-English speaking parents. General meetings are considered as follow: early registration, ongoing registration, end of the year regular registration, monthly parent meetings, parent association monthly meetings, fundraising meetings for 5th grade graduation and end of the year 5th Grade Graduation meetings, LAP committee meetings, Title I committee meetings, Title III committee meetings, Least Restrictive Environment Commiittee meetings, English Language Learners committee meetings, School Leadership Team committee meetings, Etc. We also have informal face-to-face interactions with parents throughout the year where in-house translators are available.

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>.

The Chancellor's Regulations A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We provide translation support to the parents in the following areas:

Meetings/Documents:

- During Parent- Teacher meetings
- During Parent-Teacher Conferences held during the fall 2011 and during the spring of 2012.
- Translation of parents meetings
- Weekly evening parents' meetings
- 5th grade graduation meeting
- Ells Academy Celebrations
- Awards Ceremony
- Early registration and on-going registration, end of the year regular registration,
- Parents' Association monthly meetings
- Fundraising meetings
- LAP committee meetings
- Title I committee meetings
- Title III committee meetings
- Translation and interpretation committee meetings
- Least Restrictive Environment committee meetings
- English Language Learners committee meetings
- School Leadership committee meetings
- We also have informal face-to-face interactions with parents throughout the school year

Cost factors used in providing these translation and interpretation services are budgeted in Galaxy and are subject to modifications during the school year.