

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

06M368

School Name:

HAMILTON HEIGHTS SCHOOL

Principal:

MICHELLE HERBOWY, I.A.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 06M368
School Type: _____ Grades Served: Elementary, K-5
School Address: 1750 Amsterdam Avenue, New York, NY, 10031
Phone Number: 212-862-9940 Fax: 212-862-9946
School Contact Person: Ms. Michelle Herbowy Email Address: mherbowy@schools.nyc.gov
Principal: Ms. Michelle Herbowy, I.A.
UFT Chapter Leader: Ms. Jennifer Kaiser
Parents' Association President: Mr. Rosario Gennaro
SLT Chairperson: Ms. Wendy Hilliard
Student Representative(s): _____

District Information

District: 6 Superintendent: Mr. Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, Room 527, New York, NY, 10033
Superintendent's Email Address: Mramie4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Mr. Christopher Groll
Network Number: 102/113 Network Leader: Ms. Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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)
Ms. Michelle Herbowy	*Principal or Designee	
Ms. Jennifer Kaiser	*UFT Chapter Leader or Designee	
Mr. Rosario Gennaro	*PA/PTA President or Designated Co-President	
Ms. Flavia Grullon	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	
Ms. Jasmin Batista	Member/	
Ms. Leslie Britt	Member/	
Ms. Bertilia Diaz	Member/	
Mr. Jason Doell	Member/	
Mr. Andrew Feigenbaum	Member/	
Ms. Lashonna Fowler	Member/	
Ms. Tiffany Provideo	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
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.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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 CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** 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.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

This school was founded as a program by parents who valued a progressive education for their children. To this end, the school community values a holistic approach to education which supports students in the core academic areas, values project-based learning, and includes a robust arts program as part of the school day.

Mission Statement:

To provide an academically rigorous education to a diverse population of students in an atmosphere that is nurturing, supportive, and respectful. We seek to develop social awareness among our students and to expose them to broader issues of our surrounding communities. Our students are encouraged to share their knowledge, to question and probe ideas, and to use evidence and acquired information to support their opinions.

Partnerships:

Roads to Success Afterschool Program – homework help, athletics, drama, art
Community League of the Heights - Recess Program (athletics, music, chess, reading)
Arts for All (K-1)
Scribble Art Program (2-5)
Global Language Project – Spanish (K-5)

From 2011-2014, there was a rapid turnover of principals and changing vision for high expectations which has created significant challenges for this school community and the achievement of its students. This came at a time when the CCLS and teacher evaluation systems were being rolled out city-wide, and there was little to no opportunity for this school to understand the shifts in expectations and practices, how to understand these in the context of the school community, and be provided the necessary supports to implement these new standards. This school also has a significant number of students whose families opted them out of the CC-aligned state assessments. This has made it difficult for leadership and staff to understand student proficiency against the new standards. This school has a highly engaged parent community and teachers who are willing and able to create and sustain the change required for school improvement.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Analysis of student performance data (running records, ELA and Math scores, portfolios from SY 2013-2014, holdovers, and referrals to special education) pointed to particular weaknesses in performance in these content areas, as well as limited strategies for differentiating instruction and providing intervention. Last year lowest performing students demonstrated a “poor” rating on School Quality Snap shot.

Part 2 – Annual Goal

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

To demonstrate gains in student progress in the area of English Language Arts which will show an increase in the following measures for 2014-2015: Common Core Aligned Benchmark Assessments for ELA (Grades 3-5) By June 2015:

3% of our students who are in the lowest third for ELA will score Level 2 on the Common Core Benchmark Assessment.

3% of our students who are in the lowest third for Math will score a Level 2 on the Common Core Benchmark Assessment for Math.

3% of our students who take the state assessment in ELA and are in the lowest third (2014 data) will score Level 2.

3% of our students who take the state assessment in Math and are in the lowest third (2014 data) will score Level 2.

Students in the lowest third for F and P baseline in every class will demonstrate one year’s growth.

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"> 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 			

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<ul style="list-style-type: none"> • Use of and adaptations made to Common Core aligned curricular units, lessons and resources, (Teacher’s College Reading and Writing and Foundations for ELA; EngageNY for 	All Teachers	September 2014-June 2015	Principal, Instructional Cabinet, PD Team,
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<p>Math).</p> <ul style="list-style-type: none"> • Design and/or adaptation of performance tasks that integrate the shifts of the CCLS • Ordering of updated instructional materials, including Math modules, math manipulatives, nonfiction texts, and Common Core-aligned Foundations kits. 			Network ELA and Math Coaches
<ul style="list-style-type: none"> • Collecting and analyzing student work to improve professional understanding among staff of the skills required of the common core shifts in student work, and next steps for teaching and learning. • Ongoing weekly professional development to provide meaningful opportunities for staff to collaboratively review curricula, student work and student performance data, in order to refine the curricula and assessments over time. 	Grade level Teams	November 2014 – June 2015	Principal, Network Coaches for ELA and Math
<p>Common core-aligned Foundations training and implementation for teachers in grades K-2.</p> <p>RTI training for Special Educator, ELL specialist, and identified staff</p>	Teachers in grades K, 1, and 2; Special Educator and ELL Specialist	October 2014-June 2015	Principal, K-2 staff, Special Educator
After School tutoring for identified students in the areas of reading and math	Principal and staff	January 2014-June 2015	Principal and identified staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School budget money for Foundations kits, Common Core Curricular materials, Foundations training and per session for curricular mapping, instructional planning and per session for after school tutoring -ELA Coach Margery Cooper -Math Coach Kate Abell

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<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> <ol style="list-style-type: none"> 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. <p>At least 2% of our lowest third will score a 2 on the ELA and Math CC Benchmark Assessments. Students in the lowest third for F and P baseline in every class will demonstrate 6 months of growth.</p>

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.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> - Needs: - Last year 63% of Teachers feel that order and discipline are maintained at this school. (81% city average, 77% District average) - Students have high needs that are hard to provide for by small staff - Strengths: - We are also developing an early warning system, via our PST process, for students having academic and/or behavioral difficulty to ensure early interventions. Triggers can include tardiness, having incomplete or missing assignments, having difficulty following directions, and/or not actively engaging in classroom work. We recently acquired an ATR Guidance Counselor (here full time, beginning at the end of November) to connecting with students who have high tardiness, absences and discipline referrals and create responsive interventions, including small groups (Girl Talk and Anger Management), to increase their connectedness to school. We are also reinforcing Tier 1 behavioral supports via the establishment of a Behavior Support Team, which is receiving training in PBIS; we will be assigned a coach who will help us make connections to Responsive Classroom, consistent implementation of this, and helping students learn school ground rules in the classroom and in other parts of the school community and create early awareness that connects academic performance (e.g., doing homework), coming to school on time, and habits as a learner (e.g., being helpful, having a positive attitude, listening and communicating) to getting better grades and attaining grade-level promotion. - Responsive Classroom allows students to have agency in how school and classrooms are run. - Every Friday morning whole school meets for Sing-Along in which they sing songs and dance together. - 	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June, 66% of staff will report that order and discipline are maintained at school, as measured by the LES and school developed survey aligned to the LES.</p>

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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. 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).			
7. Strategies to increase parent involvement and engagement			

8. Activities that address the Capacity Framework element of Trust			
The PST team (Jason, Tami, Jackie, Michelle, Enid, Natavid V.) will meet monthly to address the needs of students in need of behavioral support. -Identify 20% of school community that need tier 2 and tier 3 interventon. - Establish a school wide system for documenting and supporting the 20% of the school community that need behavioral interventions. - Additional lunch staff to reward students who are following directions.	All teachers and 20% of students who need additional help outside of tier 1	October– June 2015	All Staff
Recess/Lunch program to support positive social interactions between students.	Entire school	November 2014 – June 2014	CLOTH Dream Program Lunch Aides, parent volunteers
PBIS training for teachers and families in order to develop systems and structures to support positive behavior development.	Entire school	September 2014– June 2015	PBIS training team, entire staff, Jason – teacher with PBIS training. Jasmin – parent with PBIS training
School-wide systems and structures to support student behavior: <ul style="list-style-type: none"> • Training and implemented ladder of supports/consequences for student behavior • Updated behavior referral forms and documentation infractions, interventions, and parent meetings • Use of OORS to document incidents • Gender-specific group interventions to address bullying and anger management. • Celebrations for attendance and positive behavior (monthly dances, celebration at Sing Along) 	Entire School	November 2014 – June 2015	Principal, Guidance Counselor, PST, Behavior Support Team

Part 4 – Resources Needed

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

Support from DOE PBIS specialists; PST team, school wide record keeping system for students who need behavioral support, after school programs to support bullying and anger management with the guidance counselor, substitutes for PD, per session after school support programs.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

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

By February, 64% of staff will report that order and discipline are maintained at school, as measured by a school developed survey aligned to the LES.

By February, students in need of Tier 2 and Tier 3 interventions will be identified and receiving supports.

By February, the school will have held 2 dances as a reward for students who meet expectations for behavior and attendance.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The school did not have curriculum maps or instructional materials aligned to the CCLS, with the exception of the initial adoption of the EngageNY Math modules and a few cycles of coaching from the network math coach. Analysis of student performance data (running records, ELA and Math scores, portfolios from SY 2013-2014, holdovers, and referrals to special education) pointed to particular weaknesses in performance in these content areas, as well as limited strategies for differentiating instruction and providing intervention. Last year lowest performing students demonstrated a “poor” rating on School Quality Snap shot.

Part 2 – Annual Goal

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

By June 2014, there will be 1 curriculum map and corresponding unit plans per grade level team (grades k-5) for the each of the core subject areas : ELA, Math, Science, and Social Studies

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"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
<p>Teachers are organized into grade level teams which meet weekly common planning time (in the master schedule), as well as cross-grade groups during weekly PD time.</p> <p>Grade teams will collaboratively planning instruction aligned to the CCLS, including activities such as curricular mapping, unit planning, and aligning instructional resources</p>	Principal and all teachers	September 2014-June 2015	Principal, Instructional Cabinet, Pupil Services Team, and all teachers; network ELA and Math coaches

Grade teams will set goals aligned to the CEP			
Grade teams will analyzing student work with specific protocols (MSV analysis for running reading records, one for ELA tasks, and one for Math tasks – all school wide) are used to assess student learning, the impact of teaching practices, and targeting instruction for specific groups of students.			
Systems and structures for Instructional Cabinet and Pupil Services Team: goal setting aligned to the CEP, use of agendas, roles, running meetings according to priority action items aligned to the CEP topics	Principal and all staff	September 2014 – June 2015	Principal, Instructional Cabinet, Pupil Services Team
Teams will receive actionable feedback from the principal at least once per month, to support the implementation of these structures and impact on student achievement	Principal	December 2014 – June 2015	Principal

Part 4 – Resources Needed

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

Time in master schedule; Google drive to house resources and documentation

Part 5 – Budget and Resource Alignment

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

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

none

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:

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

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

By February, there will be curriculum maps and unit plans for the core subject areas : ELA, Math, Science, and Social Studies for September through January.

By February, each teacher will have 2 tasks per student, demonstrating growth, on CC aligned ELA and Math tasks.

By February, each teacher will be able to show student growth on and F and P running reading records for the lowest third of students in their classroom.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The rapid turnover of principals and changing vision for high expectations has created significant challenges for this school community and the achievement of its students. Families and staff have expressed the need to understand the shifts in expectations and practices, how to understand these in the context of the school community, and be provided the necessary supports to implement these new standards. This school has a highly engaged parent community and engaged teachers who are willing and able to create and sustaining the change required for school improvement.

Part 2 – Annual Goal

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

According to a school-developed survey,
 90% of teachers will report that:
 >Once we start a new program, we follow up to make sure that it’s working
 >Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Collaborate with stakeholders in the school improvement process, by sharing and analyzing student achievement data with all staff, PA executive leadership, SLT, and Instructional Cabinet	All Staff; PA executive board; SLT; Instructional Cabinet	September 2014- June 2015	Principal and All Staff; PA executive board; SLT; Instructional Cabinet
Re-establish critical teams to focus work on instruction and high expectations, including the SLT and PA, as well as an	All Staff; PA executive board; SLT;	September 2014 – June 2015	Principal and All Staff; PA executive board; SLT;

Instructional Cabinet, Pupil Services Team, and Collaborative Teacher Teams	Instructional Cabinet		Instructional Cabinet
Facilitate the development of the Comprehensive Educational Plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated.	SLT	November – December 2014	Principal; SLT, PA executive board;
Use regularly scheduled time with staff and families (e.g. staff meeting, team time, PD time) to monitor, communicate, and provide staff development for school improvement efforts aligned to the CEP	Principal and All Staff; PA executive board; SLT; Instructional Cabinet	September 2014 – June 2015	Principal

Part 4 – Resources Needed

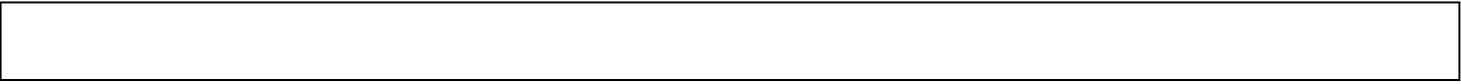
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Network assessment liaison to assist with data analysis; per session and funding for building permits for PD and meetings outside of the school day; google drive to archive team artifacts and evidence of work; school and PA website as vehicles for communication

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February, baseline information on the following will have been collected, with feedback for the principal gathered for revision of action plan:				
Teachers report that the school principal				
>Once we start a new program, we follow up to make sure that it’s working				
>Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school				
Families report that the school principal:				
>Is strongly committed to shared decision making				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our school lacks reliable data that can be used to analyze how parent and family engagement can be used to improve instruction and learning. Anecdotal evidence collected by parent leaders points to a need to improve communication around instructional goals, curricula, expectations, schedules, and day-to-day school operation.

While some classes have systems and procedures in place for some of these areas, we seem to lack consistency across the board that would result in every parent and family to be informed and engaged in their children's learning.

Our school was founded on a culture of parent participation, engagement and leadership. This continues to this day, with parents who are highly involved in many ways, such as volunteering, helping teachers and supporting school staff. This plays a fundamental role in incoming families' choice of the school: they are attracted by this small, engaged “community of learners” where families play a central role. What needs to be addressed is a way to channel this positive family energy into more constructive ways to improve school environment, instruction and learning.

Our goal for the year is to improve family engagement in their children's learning and instruction. Our first step will be to improve the families' confidence and knowledge about the curriculum and associated learning strategies and expectations. Also, families will be informed about tools to help them support their children's learning at home, and to address a better overall school environment with a specific focus on behavior and discipline.

Part 2 – Annual Goal

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

By June 2015, 85% of families will respond to 3 surveys about their level of knowledge and confidence in school wide expectations and strategies in the areas of literacy, math and behavior support.

The level of knowledge and confidence reported by families in these surveys will improve by at least 20% from January to June 2015.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

<p>36. 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>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
<p><i>Surveys</i> Surveys will be created to measure specific areas of parents knowledge of tools and confidence in their ability to affect their children's learning. Surveys will be administered three times (January, March and June) by several means:</p> <ul style="list-style-type: none"> •on paper, distributed in backpacks and by parents volunteers; •online, with computers made available at the school for parents use •if needed on the phone by parent coordinator and/or class parents 	All families	January 10, 2015 – June 10, 2015	SLT, Instructional Cabinet, and Parent Association
<p><i>Parent-to-Parent Conversations</i> Parent leaders (PA Executive Board, SLT parent representatives, class parents) will engage in one-on-one meetings and conversations with parents at least 3 times during the year, including during family engagement time and parent-teachers conferences. The objective of these meetings will be to supplement the data collected by the surveys and to develop personal relationships with as many families as possible in a specific goal to increase the level of trust between our school and its families.</p>	All families	January 10, 2015 – June 10, 2015	PA Executive Board, SLT Parent Representatives, class parents
<p><i>Monthly Workshops</i> The SLT will offer parents, 6 monthly workshops to be held starting in January and ending in June 2015. The topics of the workshops will include Literacy, Math and Behavior Support. For each topic we will offer two workshops in order to measure effectiveness and impact, so that if needed a different strategy can be implemented. These grade-specific workshops will be facilitated by content experts, with knowledge of our school specific needs and culture. They will be designed to be inclusive of diverse learners in our community. The target will be all families and their structure will be informed by the data collected through surveys and individual conversations. The program will be overseen by the SLT and the PA Executive Board. Additional workshops for families of ELLs and students with disabilities.</p>	All Families	January 2015 – June 2014	SLT and PA Executive Board

Part 4 – Resources Needed

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

These activities will take places outside of school hours so they will require building permits to open the school building, but no schedule adjustment. Per session will be needed for teachers who are supporting this work.

In terms of human resources it will require content experts to offer the workshops and child-care during the

workshops. Surveys and one-on-ones will be managed by parent volunteers

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

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Part 6 – Progress Monitoring

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

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

By March 2015, there will be evidence of the following:

At least 2 family surveys given with 85% participation

At least 2 Parent to Parent Conversations

At least 3 Family Workshops, one in each area (Literacy, Math, and Behavior Support)

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F and P running reading records – lowest third; analysis of CC aligned unit tasks (Level 1); lowest third of students on NYS assessment	Strategy lessons based on MSV analysis of running reading records; Foundations for students struggling with phonics and phonemic awareness	Small group and tutoring	During the school day and after school
Mathematics	analysis of CC aligned unit tasks (Level 1); lowest third of students on NYS assessment	Use of common core aligned fluency lessons, targeting identified area of skill development	Small groups and tutoring	During the school day and after school
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in need of Tier 2 and Tier 3 interventions as determined by data collection on behavior incidents and interventions used in Tier 1	Behavior contracts; Check-in Check out behavior support strategy; small group interventions for issues including bullying and anger management	Small group and individual counseling	During the school day and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Our school has a Hiring Committee which includes teachers who either volunteer or are chosen by peers, and parents from the SLT. As a staffing need arises, postings are generated and approved, and/or a position is created in Galaxy and posted on the Teacher Finder site. Applicants' information is downloaded from the DHR site and the Hiring Committee is convened to review resumes and interview applicants. The Hiring Committee utilizes interview questions compiled by the NYCDOE DHR found on the Administrator's view of the Teacher Finder site. Once the Hiring Committee has narrowed down the applicant pool to the 3 or 4 most qualified applicants, names, supporting documents, and feedback from the Hiring Committee is forwarded to the principal. The principal interviews them to assess if the applicants are HQ, add value to the school community, show commitment to meeting the needs of diverse students, believes all students can achieve, and have a commitment to life-long learning. Teachers on the SLT as well as on the Instructional Cabinet work with the school principal to identify areas for growth and plan for PD accordingly. Teacher leadership is encouraged and cultivated, and as a school community the investment in professional learning is aimed at teacher engagement and retention.

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).

Direct support, including job embedded coaching and time in the master schedule and after school to:

- 1) Use NYC curriculum maps for Science and Social Studies, and application of backward-design principles (derived from Understanding by Design) to design units and lessons that encourage inquiry-based learning and enables embedded, performance-based assessments.
- 2) Use of and adaptations to Common Core aligned curricular units, lessons and resources, (Teacher's College Reading and Writing and Foundations for ELA; EngageNY for Math).
- 3) Design and/or adaptation of performance tasks that integrate the shifts of the CCLS
- 4) Provision of updated instructional materials, including Math modules, math manipulatives, nonfiction texts, and Common Core-aligned Foundations kits.
- 5) Common core-aligned Foundations training for teachers in grades K-2.
- 6) Teacher teams engaged in iterative cycles to create curricula-embedded assessments to enable assessment for learning. These are supported in PD cycles that are planned, led, and supported by the principal and network coaches for Math and ELA, and occur as job-embedded PD (modeling teaching, debriefing, collaborative planning and looking at student work) as well as additional PD time after

school

- 7) Professional development and feedback on the collection and analysis of student work to improve professional understanding among staff of the skills required of the common core shifts in student work, and next steps for teaching and learning.
- 8) Ongoing weekly professional development to provide meaningful opportunities for staff to collaboratively review curricula, student work and student performance data, in order to refine the curricula and assessments over time.
- 9) Professional development on strategies for supporting students with challenging behaviors, via PBIS coach; this includes paraprofessionals

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

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

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

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

Hamilton Heights School (06M368), 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

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Hamilton Heights School	DBN: 06M368
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
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:

1. Skills for ESL Academic Productive and Receptive Language Functions

Purpose and rationale:

The purpose for these classes, focusing on grades K-2, is to improve students' ability to meet the demands of the ELA standards, especially increasing language complexity within all 4 modalities/functions. For detailed mapping, we will draw upon the Council of Chief State School Officers' publications "Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards and K-5 ELA Standards." Our ESL teacher is involved in a city-wide monthly study group actively engaged with these standards and our changing teaching practices.

Some particular areas of focus will be on providing explicit instruction to K-2 ELLs on strategies for constructing meaning from what they have heard, observed and seen in images or texts. The rationale for this is that all of our school's Beginner ELLs are in grades K-1, some with very limited English proficiency in all of the 4 modalities. These strategies would better enable them to develop an emerging set of strategies to access content in the classroom and to more fully participate in grade-appropriate oral and/or written exchanges. Follow-up with the teacher on increased in-class oral participation will be carried out, including, but not limited to, push-in time.

We will draw upon research and rubrics in WIDA's "2012 amplification of The English Language Development Standards" to assess both productive and receptive language functions of students in these classes.

The following components will be included:

Reader's Theater:

Part B: Direct Instruction Supplemental Program Information

Students will use expressiveness, intonation and inflection when rehearsing. Students will perform in groups and practice using their voice to depict characters and scenes from texts.

Choral Speaking:

Teachers will model fluent English speaking with an emphasis on pronunciation, phrasing, pacing and speaking in complete sentences and longer sentences. They will use visuals and realia to promote comprehension and fluency.

Vocabulary Enrichment:

Teachers will introduce vocabulary through hands-on activities, observations, experiments, predictions, photographs.

Writing:

The teachers and students will jointly create an informational or narrative piece based on their experiences in these Title III classes.

Active Listening Practice:

There will be special attention to having students acquire genuine active listening skills.

A significant subgroup in these classes will be students who scored Beginner on the NYSITELL and have the most limited proficiency in their grades. All but one speak Spanish and will be taught for some of the classes in Spanish, including being assessed in Spanish, by our bilingual ESL teacher. Arrangements are being made to do some similar work with the one Arabic-speaking K student.

One ESL Teacher will teach the class.

Schedule and duration: Wednesdays, Thursdays for 1.5 hours after school, 2:45-4:15, for 20 sessions. January 7 - February 12, February 25-26, April 15-30. Grades served by these classes will K and 1st. The language of instruction will be English.

Part B: Direct Instruction Supplemental Program Information

Materials used will include subscriptions to the entire BrainPOP suite, Nearpod, and Fast ForWord.

2. ESL Literacy skills class

Purpose and rationale:

The purpose of the ESL Literacy class is to provide targeted support for students in specific areas of weakness in their previous year's NYSESLAT. After analyzing the AMAO Estimator tool data for our ELLs, we have identified ELL students who are nearly proficient in one or more of the 4 modalities. We have determined that these students would benefit from a small degree of exposure to the test format and tasks before the test, but more importantly on working on honing the skills lacking in each particular modality. The rationale for this program is that students will learn the expectations for performing well on each task through practice and close work with the appropriate rubrics and modality skills. Our licensed ESL teacher will work closely with ELLs in grades 2-5 on writing conventions and maintaining relevance on the writing tasks. In addition, teacher will review key vocabulary words that might impede understanding of the directions as well as working explicitly with being able to express both the directions and expectations for each task.

Subgroups: Advanced ELLs with advanced overall proficiency and who have reached proficiency in all but one modality. Intermediate ELLs who neared proficiency in one or more modalities.

One ESL teacher.

Schedule and duration: Wednesdays, Thursdays for one and a half hours after school, 2:45-4:15, for 18 sessions. March 4- 25, May 6 - June 11. As stated, grades served will be 2-5. The language of instruction will be English.

3. Literacy and Content Class, including ELA and Math Preparation for ELLs in grades 3-5:

Purpose and rationale:

The primary goal of the ELA and Math Preparation for ELLs program is to enhance students' skills with accessing the CCLS through content-based work in all four modalities. A lesser goal will be to familiarize

Part B: Direct Instruction Supplemental Program Information

students with the format of the state tests and reinforce test-taking strategies. These same "test-taking" strategies will be ones that students need to successfully employ whenever confronted with academic texts and written assignments, both in their current grades and on through high school. Teachers will model effective strategies that our ELLs are known to struggle with, including assured comprehension of task directions, expectations, and means to analyze a range of texts and to write about them. Students will become conscious of how to figure out why their responses are accurate or not and what they can do ensure they do fully comprehend what tasks are asking of them. In this way, students will develop metacognitive awareness of their own reading and writing (and test-taking) strategies and can use what they know about themselves as learners to be successful.

A small portion of each class, will embed some explicit exposure for our ELLs to the format of the state tests while learning effective reading strategies

simultaneously. ELL students will be grouped homogenously, depending on their individual needs and so will benefit from differentiation of test-taking skills. For the math segment, we will review content vocabulary and work with subgroups of ELLs on specific strategies such as: restating the directions and questions in their own words, drawing pictures to represent their strategy, rechecking answers to see if their response matches the task.

Teachers will modify instruction within their groups to meet individual learning needs.

3 ESL teachers will teach grades 3, 4 and 5; one teaching each grade.

Time and duration: Schedule and duration: 4 Saturdays, March 7, 14, 21, 28. 8:00-12:00. Grades served will be 3-5. Language of instruction will be English.

Materials will include materials from the series Skills for School Success, Academic Vocabulary Toolkit and the prior years' NY State ELA Tests, teacher-created short texts, questions, academic vocabulary and targeted grammatical materials.

Part C: Professional Development

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: _____

The rationale for the professional development is that we literally are "all teachers of ELLs," and thus in need of means to best serve them. Our school has 11 classes in grades K-5, with ELLs in all classes, though nearly 70% are only in K-2. Based on feedback from teachers, there is a school-wide desire to improve the literacy skills of our lower grades, for this reason the first PD focuses exclusively on them. The other PD targets all grade levels. PD is also meant to be tied into the Title III direct instruction programs detailed above.

1. Developing the Skills for ESL Academic Productive and Receptive Language Functions of K-2 students. This PD will involve the the 3 ESL/Bilingual teachers involved in the Title III Program. The focus will be on how to improve those ELA skills and language functions in their ELL population. This PD will serve in part as inquiry and to provide further needs assessment to the Saturday program for these children.

Dates: February 7 (9:00-12:00) and March 14 (12:00-3:00). Three hours each, facilitated by Margery Cooper, DOE ELA Coach with Saturday Academy ESL/Bilingual teachers (3).

2. Introduction to ELL Data and ELL Standards via AMAO, the Framework for EL Proficiency Standards and WIDA Language Development Standards in our school/NYCDOE setting.

The rationale for this PD is to familiarize teachers with current reasearch, standards and rubrics for teaching and assessing ELL progress. The Title III program teachers will look over the above-mentioned standards and data documents. Familiarity or re-familiarization with how ELLs are tested on both the NYSITELL and NYSESLAT will be covered. Learning standards for ELLs and means of assessing them and differentiating for them within the curricular goals will be taken up as well.

Dates: March 7, (12:00-3:00). Omayra Cruz, DELLS Data Specialist. Three hours with Saturday Academy ESL/Bilingual teachers (3).

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

Part D: Parental Engagement Activities

Begin description here:

The rationale for the parents-of-ELLs engagement activities is to address the often-expressed concern by parents that they cannot help their child because they don't speak English. The essential role of home support and parental engagement is well-researched.

Via letters home to parents written in English and the home language (we only have 3), we will inform parents of the activities. Each letter will have a portion to return confirming attendance and will be followed up--and sent--ahead of the dates. The parent coordinator will also relay this information to parents in addition to letter from ESL teacher.

Workshops will include the following topics, ALL FOR PARENTS OF ELLS:

-- Strategies to support your Kindergarten and 1st-grade child even if you don't speak English. This workshop will be conducted entirely in Spanish on December 11, and in English with Arabic and Chinese interpreters provided by the school community on December 12. Both will take place in the morning from 7:20-8:20. Improving Literacy Skills through the Native Language. This workshop with the ESL teacher will be for grades K, 1-2, 3-5 and will focus on strategies and activities at home that parents can engage in with their child to improve their literacy skills. For example, the importance of reading to a child in the native language; means of eliciting higher-order thinking reading responses and a broader awareness for parents of the harder demands of the CCLS.

--Strategies to support child in math and science. This workshop will be grade specific, with 6 meeting dates of ESL and classroom teacher with parents. The six sessions, by order of grade, from K-5 are: January 8, 15, 22, 29 and February 5, 12; from 7:20-8:20. Online and text resources will be discussed as well.

--Online resources and NY Public Library use for grades K-2. This workshop with the ESL teacher will include a visit to the nearby library to point out to interested parents the resources available for free both online and at the library. This will take place on December 4 and 5, from 2:45-4:15.

--NY State Exams and the ELL Student. These informational workshops will provide native-language translations and interpretation to parents about the various NYS exams their child may be taking. The purpose is dual: to provide information regarding the exams as well as ways to assist their child with approaching their test-taking. Grades K-2, March 4; Grades 3-5, March 5; 7:20-8:20.

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Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 368
School Name Hamilton Heights School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Valerie Valentine	Assistant Principal none
Coach none	Coach none
ESL Teacher Timothy Bredl	Guidance Counselor type here
Teacher/Subject Area Tamara Hughes, SETTS	Parent Bella Moon Castro
Teacher/Subject Area Ruben Brosbe	Parent Coordinator Bertilia Diaz
Related Service Provider Jennifer Schmirer, Speech	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	100	Total number of ELLs	2	ELLs as share of total student population (%)	2.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	8	4	2	3	5	4								26
Pull-out	8	4	2	4	5	4								27
Total	16	8	4	7	10	8	0	53						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	34	1	2	19	0	6				53

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	34	1	2	19	0	6	0	0	0	53
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	7	4	6	10	6								46
Chinese	2	1		1										4
Russian														0
Bengali														0
Urdu														0
Arabic					1	2								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	15	8	4	7	11	8	0	53						

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)	6	1			1	1								9
Intermediate(I)	3	5	3	4	7	3								25
Advanced (A)	6	2	1	3	3	4								19
Total	15	8	4	7	11	8	0	53						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	9	3			12
5	7	1			8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	7	1	2						10
5	5	1	2						8
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			2		1		2		5
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.
Each classroom teacher has a Fountas & Pinnell Benchmarks assessment kit, which is used to do individual assessments once every six weeks. Students in beginning kg. are assessed for readiness, letter recognition and lettersound correspondence in English. As students begin to read, they are placed into groups for guided reading according to the F & P letter system, which is normed to determine

which levels students should be reading at in the beginning, middle and end of each grade. These periodic running records serve to inform instruction as well as to identify classwide patterns- useful in adjusting instruction to bolster a particular set of skills or area of literacy. In addition, each grade uses rubrics, checklists and self-evaluations before, during and at the end of each reading and writing unit. These then form part of every student's portfolio. All of this informs differentiation of instruction in class and with the ESL teacher. Our SETTS teacher is trained in Wilson Foundations for phonological/phonemic awareness. We make use of Words Their Way as well.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across NYSESLAT modalities indicate that our students attain advanced and proficient levels in the Listening/Speaking as early as second grade but do not make the same rate of progress in the Reading/Writing combined modalities. While this is consistent with all the research on the academic development of ELLs (BICS vs. CALP), the ESL Team, in conjunction with the rest of the faculty, have identified this as an area of priority to implement action-research cycles, in order to better address ELL needs specifically in the area of writing. Data from the most recent NYSESLAT and ELA exams reveal that our students are weakest in writing, followed by reading.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

During ongoing professional development Thursday mornings, results of the standardized ELA and Math scores were analyzed, and performance levels of ELLs were found far below those of their monolingual English-speaking peers. Specifically, the NYSESLAT scores show a great gap between the levels of proficiency in the combined Listening/Speaking and the Reading/Writing. Across the grades, our students attain high levels on the Listening/Speaking section, with a majority scoring at Advanced or Proficient, while not showing nearly the same rate of progress in the areas of Reading/Writing. This indicates the need to design instruction that better allows ESL students to transfer the skills they have in the oral/aural modalities to the written print modalities. The school is proposing to create data-based inquiry team cycles to put in place instructional practices that will allow for more effective differentiation for ELLs' needs, in the areas of Reading and Writing development. The ESL team is also developing "Instructional Practices Tips" as part of the mandated 7.5 hours of Professional Development which include strategies for the mainstream classrooms such as: preview- review, previewing vocabulary, using Smartboards which are currently being installed to project visual aides, graphs, diagrams, models of expected outcomes, etc. We are also more fully integrating content-based learning that incorporates science and social studies. Some of our current units of study are units on civil rights, land forms and maps, frogs and climate.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We administered the ELL Periodic Assessment last year and will be doing so again this year. Since the ELL Periodic Assessment (EPA) requires no writing, which was the weakest modality of our school's ELA exam results, the school leadership and teachers cannot access that on the . Teachers in grades 3, 4 and 5 use ELA predictives to diagnose areas in need of additional instruction, and to detect trends in such subgroups as ELLs. Since the ELL Periodic Assessment (EPA) requires no writing, the weakest modality of our school's ELA exam results, the school leadership and teachers cannot assess short- or extended-response writing skills on the EPA. However, the EPA does draw our attention to items that assess very typical ELL grammatical, lexical and syntactical errors. We are able to work with ELLs on supplementing ELA work with focused work on those English language skills. Something we learned last year with the EPA was that students consistently performed best on the listening modality, which is consistent with the NYSESLAT and our own experience with upper-grade ELLs. The ESL teacher used the native language with Spanish-speaking ELLs to assess their ability to exhibit command of Spanish academic language similar to that used on the EPA: conjunctions, adverbials, conditionals (and Spanish subjunctive). In general, most 4th and 5th graders showed more command of English content-area vocabulary and academic language than they did in Spanish. The native language is being used more with the upper grade Spanish-speakers to teach them to employ vocabulary-comprehension and vocabulary-learning strategies that draw on the Latin-based etymology of many English academic and "rich" words.

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 have a wide variety of targeted intervention programs for our ELLs in ELA, Math and the other content areas. All our intervention programs are offered in English. Some native language support is used depending upon availability of school personnel. Many of our ELL students attend our extended day program. In this intervention, a large amount of the instruction targets literacy and content area reading and writing . There may be individual reading conferences, as well as guided reading group instruction. In some instances, students are working in small writing groups. Another intervention that is used in both the lower and upper grades are the Foundations and Wilson comprehensive language arts programs. There are groups working on math intervention, such as building math vocabulary through the use of personal/bilingual glossaries and the use of manipulatives. Throughout the day, teachers also meet with small groups of ELLs to develop specialized math reading strategies. In addition we provide intervention services to our ELLs through our

SETSS teachers. Our SETSS teachers use a range of materials to meet the needs of their students, such as modified texts, multimedia resources, graphic organizers and charts with visuals. They often provide mini-workshops for small groups. These interventions are used for our newcomers, our SIFE students and our long term ELLs, as well as, students who have 4-6 years of service. The only additional modification is the native language support for our newcomers. In our self contained special education classes and in our ICT classes, some of the students receive intervention in either Spanish or Chinese through their bilingual para. Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Language growth is at the center of our instructional model where students are immersed in content-based learning as they acquire listening, speaking, reading and writing skills.
 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
During Instructional cabinet meetings with administration, as well as in Child Study Team meetings and Grade cohort weekly planning sessions, ESL student work and ESL instructional practices form part of the topics for inquiry and discussion. This year, needs for improving instructional support for ELLs have been identified as a top priority by all stakeholders in our school.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The Parent Coordinator, school secretary or other Spanish-speaking school staff help those parents with the initial registration process in Spanish, as needed. Parents of each new registrant into the NYC school system are required to fill out the HLIS, as part of the registration process. If the ESL teacher is not available to help with the HLIS, the Parent Coordinator informs the ESL teacher who then contacts the parent directly to arrange a meeting with the child present. (The ESL teacher is fully fluent in Spanish and can conduct parent interviews in either language. For other languages we make use of other parents. The HLIS forms are made available in each home language provided by the DOE.) All students are then administered the LAB-R screening within the mandated 10 days. The raw score determines students' level of English proficiency, and programming is scheduled immediately. Those students who are Spanish speakers and score below the Pass score in English, are also administered the Spanish LAB by the ESL teacher.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, we follow the following procedures. Parents participate in several activities before they make a decision. First, parents are informed of the three program choices in New York City through the detailed information in the Entitlement letter. Next, parents are able to read about the three choices in the Parent Information Brochure that we pass out at the Parent Orientation Meeting. Parents also view the parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages. Parents complete the parent selection form where they see the program choices again. Our criteria for placement follows parental choice. Alternate meeting times were scheduled, as well as individual ones. As required, we make every effort to give parents all the information they need to make a well-informed decision about what kind of program they would like for their child. A presentation of each of the three program choices- TBE, DL and Free-standing ESL were presented without regard for which programs may or may not be available in our school.

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 ESL teacher/coordinator, the Principal and the Parent Coordinator meet weekly to track return of forms, among other ESL matters. All copies of forms, along with ATS reports, meeting Attendance sheets, etc. are kept in a central binder in the main office. Entitlement Continuation and Non-Entitlement forms are photocopied before the originals are sent out for our records. We keep track of all forms to be returned, assuring that each parent does so.
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 ELL Parent Program Selection/Orientation meeting, and all parent communication pertaining to programming is done bilingually (Spanish/English). Translation into other languages such as Chinese are also done, as needed. (This year a bilingual mother of a student in our school provided this service.) Every effort is made to communicate effectively with each and every parent of ELLs, regardless of the language background by using other bilingual parents as translators. We currently have 3 different languages represented: Chinese, Arabic and, the vast majority, Spanish. The criteria used to place students into one model is based upon parents' choices on the selection form. We have not had enough parents in two contiguous grades that have chosen a TB program to open a class; in fact, in the last two years only 2 parents requested bilingual over TBE; none have requested Dual Language. Our school is founded on a principle of fostering cultural diversity within our learning community, and we actively seek speakers of other languages. Parents choose our school because they share this priority of linguistic pluralism in the classroom. The three schools closest to ours all have well-established bilingual and dual-language programs, and, at registration, parents are offered those options. Our school is small with two classes per grade. We are co-located within a large school with both TBilingual and Dual Language programs.
Continued entitlement letters are distributed to parents at the beginning of the year in student family folders. Records are maintained in the main office cabinet.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher administers the test to groups of students from each grade, depending on the number of ELLs in that grade. This also enables the ESL teacher to administer the non-speaking section of the test to students who might be absent on one of the testing days. Last year all ELLs were administered all sections of the test, with the exception of one student who missed nearly ten days during the testing period. The speaking sections for each individual student are recorded as mp3 files, which are then scored by teachers in our school who have been trained in the turnkeying carried out by our ESL teacher. The writing sections are scored similarly. The ESL teacher ensures that no classroom teacher scores a student in their own class; since the ESL teacher does not score any portion of the NYSESLAT, there is no conflict of interest or compliance concerns.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
Our school is founded on a principle of fostering cultural diversity within our learning community, and we actively seek speakers of other languages. Parents choose our school because they share this priority of linguistic pluralism in the classroom. The three schools closest to ours all have well-established bilingual and dual-language programs, and, at registration, parents are offered those options. Our school is small with two classes per grade. We are co-located within a large school with both TBilingual and Dual Language programs. Since our school was created, six years ago, the number of ELLs on each grade has averaged 10, with the largest numbers consistently in K, a typical pattern in most schools. During these past four years, parents have overwhelmingly opted for an inclusive ESL setting.
We have had about 12 students in the past five years transfer in from Bilingual and Dual Language programs seeking monolingual class settings. This year, our largest concentration of ESL students is in K and 4th grade. If we do see a greater number of parents requesting bilingual classes, and the numbers met DOE regulations, we would add that. However, our school is not seeing numbers nearly close to that; on the contrary, parents are bringing children from non-TBE programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational model for ESL instruction is a free-standing ESL program, with both push-in and pull-out scheduling. ESL groups are formed according to grade and level of proficiency. We offer ESL services to entitled general and special education ELL students. In order to meet the needs of our students, we use both the push-in and pull-out models of instruction. For our Newcomer English Language Learners, we use the pull-out model providing focused, individualized instruction for an extended period of time in the mornings. Throughout the rest of the instructional day, we employ both the push-in model, which allows for literacy and content grade-level support for all ELLs within the classroom setting and the pull out model for small-group instruction when appropriate.

PS 368 implements a Freestanding English as a Second Language (ESL) Program. The primary goal is to support students' learning with researched-based ESL strategies in order to achieve English Language proficiency within three years and provide students with the skills needed to perform at city and state grade levels in all subject areas. In our Freestanding ESL component we service students, from grades K-5. They range from beginner to advanced proficiency levels, with the majority of our students being Intermediate; there are only 3 beginners between grades 1-5. Students in freestanding ESL programs are distributed uniformly across the grades and receive all instruction in English.

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)?

NYSESLAT scores and the LAB-R results determine how many units of ESL instruction each student receives services according to his or her English proficiency. Depending on their proficiency level, they are supposed to receive from 180 minutes to 360 minutes a week of ESL: Beginners and Intermediate, 360 minutes of ESL services per week and Advanced students, 180 minutes of ESL services per week. As our school currently has 52 ELLs (found in each of the 11 classes, K-5, in our school) and one licensed ESL teacher, our students are being uniformly served at less than half the mandated minutes. As stated previously, we use both a push-in and pull-out model of instruction. Pull-out is better suited for Beginner and Intermediate ELLs who require more individualized instruction outside of their classroom. Subsequently, additional support is provided during push-in periods for all Beginner and Intermediate ELLs. Advanced students receive services through both the push-in and pull out models. The ESL teacher and SETTS teacher meet regularly with teachers to provide indirect services at the planning stages for each grade. These

meetings greatly inform the direction for work on content, vocabulary enrichment and means of best reaching ELLs throughout the day and curriculum.

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.

The ESL curriculum is based on the grade-level core content areas, the Common Core Standards for each grade, along with the TESOL standards for all four modalities. Instructional objectives are derived from each content area, and according to the pacing calendar for each grade. Literacy for ELLs follows the components of the Readers workshop with explicit previewing of vocabulary, modeling, accountable talk, charts and other visuals, rubrics, Response-to-literature journals, along with leveled guided reading groups, strategy lessons, individual conferences, all of which is leveled for comprehensible input according to proficiency levels, and assessed needs. The Writers workshop also includes these components along with the writing process cycle of collecting ideas, drafting, revising, editing and publishing. Explicit ESL instruction targets grade level work in various genres, word work to expand vocabulary and language structures including personal vocabulary lists, acceptance of ESL writing and use of the native language for Spanish-speaking ELLs, (all but 6 of our ELLs) to activate prior knowledge, and for clarification, as appropriate in particular in the lower grades. Pull-out/push-in small group instruction aims to extend and reinforce content standards through use of graphic organizers, role-play, artwork, visual aids including use of computer technology, puppetry, Readers' Theater, scribing, shared reading and writing, peer collaborative projects. ESL methodologies such as explicit Preview-review, and Sheltered Instruction are used to make content more comprehensible without losing the depth of the content. Instruction in Math and Social Studies emphasizes hands-on experiences with manipulatives or realia, along with real world, purposeful inquiries requiring a constructivist approach to learning. Problem-solving activities use multiple representations and models designed for flexibility in arriving at answers. The Go Math curriculum includes specific ELL accommodations for each lesson plan; the exit tickets have been welcomed by teachers as, among other things, effective checks for comprehension, particularly for the increasing number of increasingly sophisticated math word problems. Field trips are an integral part of instruction and the ESL teacher uses preview/review language experiences related to the trip destinations and topics. As of this year, we do not have a science teacher but the Science program uses the Foss kits for each grade level, with comprehensive equipment sets which are hands-on and experiential. The language is controlled for comprehensible input through a consistent protocol of: Focus Question, investigation and research, predictions, recording observations and outcomes, and analyzing results. The use of Smart board technology, ELMO projectors, laptops, iPads and internet access are basic elements of classroom instruction, and enhance learning for ELLs.

Our principal strongly encourages staff to attend professional development workshops and our ESL teacher will be turnkeying this year some of the key strategies employed in our ESL instruction to meet ELL proficiency standards. Some of these (drawing upon a range of workshops attended this year alone) include the explicit vocabulary instruction techniques of Dr. Anita Archer; Dr. Kate Kinsella's work on building ELLs' academic vocabulary and discussion techniques; and Tony Stead's work on effectively working with the greater number of non-fiction texts in our Common Core work. In-house PD, the collaboration with various literacy, math and curriculum coaches from our network, and invited professional developers are all points of greater focus moving ahead this year.

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

We do not have a formalized assessment for native languages (except for the LAB-R in Spanish). The ESL teacher has begun to use this year an informal assessment rubric of Spanish oral language skills for K-1 students, including assessing re-retelling, comprehension, content-area vocabulary and command of grammar and syntax. Moving forward, we will need to bring more native language services to our current 6 non-Spanish-speaking ELLs. That focus will be on reading and writing as none of the 6 are literate in their native language.

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

We use running records, running assessments and anecdotes to assess students' growth throughout the year. We are in our second year of administering the ELL Periodic Assessment twice a year, which provides detailed evaluative feedback from the Pearson web site. Our Saturday Scholars Title III program is taught by our ESL teacher and 3 bilingual and/or ESL teachers not from our school; their assessments also provide a professional "outside" assessment of students they work with.

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).

Out of a total of 52 ESL students this year, we have 1 SIFE student, 15 newcomers, and 7 who have IEPs and receive Special Education services from our SETTSS teacher. Some of our work with the SIFE student (not literate in her native language) includes the use of content-related images (downloaded pictures and drawings) and hands-on materials which are used to reinforce the language put into

graphic organizers or labeled with key vocabulary. Use is made also of books at lower-level books and modified texts directed related to the content area to enable her to best understand the content and proficiency standards related to current work, with particular focus on her comprehension of the content. Currently, we have only no new arrivals into a testing grade. Students in K and first grade who are in the lowest quartile of achievement according to Fountas & Pinnell leveled reading benchmarks and in End-of-Unit assessments in the Math Investigations curriculum, are targeted for intervention in school through intensive small group work. Students designated as struggling are monitored and assessed by the Child Study Team (which our ESL teacher is on) in order to create instructional plans to address their specific areas of weakness, through close articulation with the AIS team, the classroom teacher and the ESL teacher. Students in first through fifth grades are assigned to Extended Day small group instruction in three 40-minute sessions weekly. These sessions include instruction in math and Literacy, using individualized, explicitly scaffolded instructional strategies. Other forms of differentiated instruction may include: extended time on task, modification of task into smaller steps, conferencing, peer work partnerships, charts and graphic organizers. Students also participate in the computer-based individually-paced program, ImagineLearning, which is specifically designed for ELLs. Every classroom has either a listening center with four headphones, or headphones for the Apple desktops. Students can listen to sets of guided reading books, or via websites. Long-term ELLs who have completed 6 years are in their first year of middle school, not in our school. When families are looking for middle schools, we advise parents of ELLs on specific program placements in different schools.

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?

We implement a variety of instructional strategies due to the inherently scaffolded curriculum that we use designed around Integrated Units of Study. We consistently attempt to implement Universal Design for Learning with our Special Education and ELL students in collaborative planning with classroom teachers. Spanish language access to academic content is also provided to students in grades K and 1 in pull-out groups as well as to beginners in grade 3. Our Global Language Project Mandarin and Arabic teachers have been vital resources for interpreting and translating in those 2 language, effectively covering the only 3 languages spoken by our ELLs.

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?

Differentiated instruction is embedded in every aspect of lesson delivery, and in every content area. Clearly defined, high levels of academic rigor are set for all students, and a Responsive Classroom approach, a student-centered curriculum, and ESL methodologies such as Sheltered Instruction (controlled language with full content demands) all contribute to provide vital flexibility which allows work in all four modalities, individualized pacing, spiraling of core content competencies and language development within meaningful, contextualized activities. Small group work is the norm in each core content area, including leveled guided reading groups, long-term writing and math partnerships and project-based groupings. Multiple forms of both formal and informal assessments inform instruction in each core content area, in conjunction with student rubrics and evaluations, are used to evidence rates of competencies in every unit of study. Based upon the ongoing collection of data, instructional modifications are made to reinforce areas of weak performance, requiring some flexibility in instructional planning and delivery.

Scheduling flexibility- This year, the ESL program has been designed to include far greater pushing-in to classrooms, creating a level of flexibility in group work as well as lesson delivery better aligned with the mainstream classroom work. Indirect and direct servicing by the SETTS teacher includes collaboration with her, the ESL teacher and classroom teachers. Intervention and differentiation work is greatly enhanced by the strong work of our SETTS teacher, who is constant contact with the ESL teacher (in the adjoining room) and teachers and staff.

Mainstream classroom teachers plan specific periods to work together in conjunction with the ESL teacher, across the grades. For example, a class may plan, preview and then take a community walk together with the ESL teacher. In the upper grades, teachers plan specific periods for the pull-out ESL group so that those students can participate

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:			

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

Math:				
Science:				

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

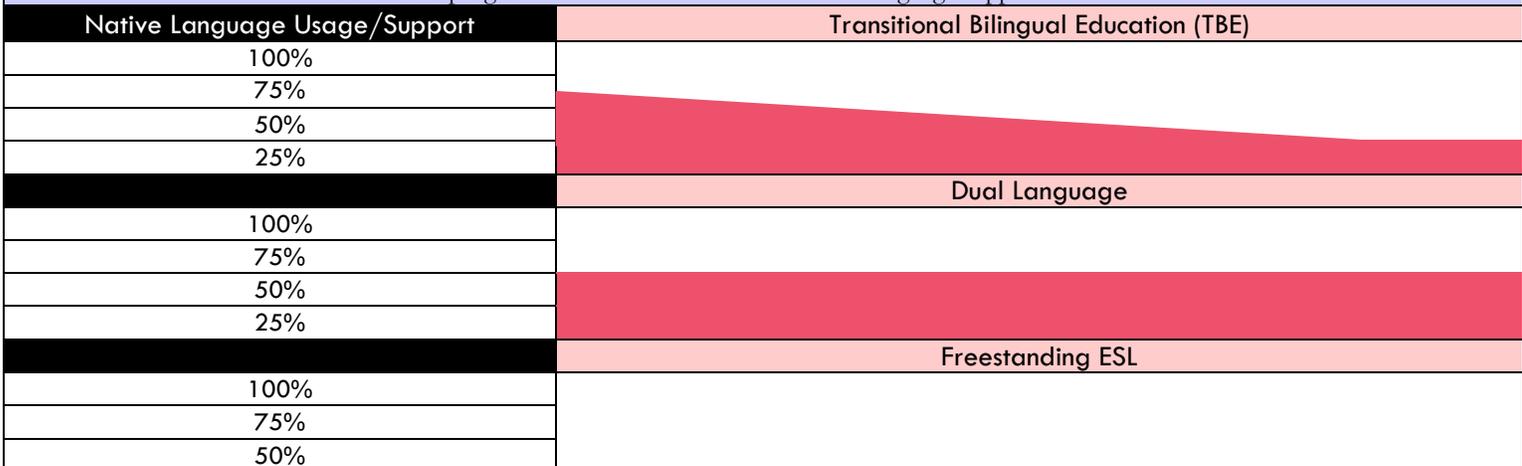
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- Each student who is identified as a struggling learner, or academically at risk, is targeted for a range of Tier 1 and Tier II intervention cycles before being referred for evaluation. Tier I services include an individually tailored learning plan with identified strategies designed to meet a particular student's learning styles and areas of need in the classroom from day to day. This requires articulation with the AIS team, along with the ESL teacher, the Child Support Team, and parents. A home-school connection for additional support is requested. These struggling learners are also required to attend three extended-day periods weekly. These periods are devoted to Literacy and Math small group work, with strategies specifically designed to remediate and to elevate these students' performance levels. They include leveled guided reading groups, Words Their Way word study, individual use of laptops and other digital media for ELA, extended explorations with math manipulatives, multiple-step math problems and representations of math work through diagrams and models. The Child Support Team meets biweekly to discuss the intervention plans, and rates of progress of (identified at-risk) students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Due to current changes mentioned above, including a stronger focus on regular planning to facilitate much greater push-in with targeted pull-out, as well as tracked Tier II intervention over 6 week cycles, we feel that our ELLs' needs in both content and language development will better met. Given the strong connection between reading/writing and the social studies study units' content, the push-in and pull-out work--as well as co-planning--for social studies provides support to teachers with vocabulary and scaffolded content comprehension tools so that all ELLs they teach can better work with the social studies curriculum. Attention is drawn as well to incorporating the cultural diversity of our own students into that work, too. As for math, the far greater amount of language in the curriculum/standards has also meant supporting teachers and students in the need to better comprehend both the vocabulary and complex sentence structures consistently used in word problems. Teachers are very aware of the greater burden put on ELLs by the increasingly complex language in the math curriculum.
11. What new programs or improvements will be considered for the upcoming school year?
- As stated previously, some key changes this year include greatly expanding the amount of push-in work with ELLs as well as the necessary co-planning with classroom teachers. Another change is the systematic targeted work between 8:40-9:00 with struggling ELLs 1:1 or in pairs has enabled close monitoring and targeted work in the 20 minute period at the very start of class. Finally, turnkeying PD that the ESL teacher (and other teachers attend) will be given regular space on Thursdays from 8-8:40.
12. What programs/services for ELLs will be discontinued and why?
- Perhaps one of the bigger changes is discontinuing a nearly exclusive pull-out program. The reason for this is the that it was not leading to as much collaboration between classroom teachers and the ESL teacher. Our school benefits from a very open, collaborative staff
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ESL students participate equally in all aspects of the curriculum as they are integrated in every class throughout the grades. The school's mission incorporates a strong sense of honoring cultural and linguistic diversity and so all students are heterogeneously placed regardless of language background. This avoids segregation by language while promoting an enriching multicultural environment throughout the grades. All ESL students are held to the same grade level expectations as their monolingual peers, and assessments such as running records for reading are used universally (except in beginning kg. and with new arrivals), along with all other curricular materials and assessments in each content area. Those students whose ELA scores warrant intervention receive guided reading cycles tailored to the needs of ELLs. Teachers articulate and team plan with the ESL teacher to create core academic lessons using ESL methodologies, ensuring the full participation of every learner. In addition, the ESL teacher monitors for particular language challenges in the curriculum and builds extension and reinforcement lessons for small group work to provide additional needed scaffolding for full access to grade-level curriculum content standards-based performance. ELLs participate fully in all programs including after school: Extended day, three 40-minute sessions weekly, dance and music (both of which draw on the cultural heritage of ELLs) and the Global Language Project which offers Chinese (Mandarin) and Arabic as foreign languages.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL students routinely use laptops to do research and to "publish" writing, and some do PowerPoint presentations (in teams). Teachers use either ELMOs to project enlarged pages of books, model work, and sample student pieces onto screens, or Smart Boards. ELL students identified in need of academic support use the computer-based ImagineLearning program. Each classroom has, headphones that attach to the Apple desktop computers so students can use websites such as the NY Public Library to read books

online. Instructional materials include a vast range of manipulatives used in tandem with our Go Math curriculum. The math curriculum, greatly enhanced by ongoing professional development and on-site support from the network offers a great deal of concrete exploration opportunities, and the curriculum spirals within and across each grade, providing the scaffolding of consistency to ELL students. The FOSS science program has been very successful and all our students, including ELLs, love using the materials, studying living creatures such as anoles, snails, hermit crabs and hamsters. The Social Studies curriculum is divided into thematic units that entail community projects, and/or final products such as creating artifacts, models of dwellings and habitats. Social studies research, whether on computers, or print sources, are always done collaboratively, along with project products. This gives ELL students rich opportunities to interact and participate. Last year's second-graders walked with posters they'd designed to the office of NYC Councilman Robert Jackson, who in turn came to our school to be interviewed by students. Key instructional materials that support specific ELL needs also include: enlarged models of standards-based outcome expectations and big charts displayed in the classroom explaining tasks related to current units of study, as well as checklists and rubrics that specify levels of expected competencies. We make frequent use of two class sets of iPads and a small collection of digital cameras as well.

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

We very strongly encourage families to maintain native languages. Parents and students can borrow bilingual materials from us, and are provided applications and forms to access the NY Public Library two blocks away. We encourage teachers to tie learning to Native Language as often as needed through any way possible (translation, materials, technology). Reading response questions to encourage book talk at home are provided in two languages to parents of young ELLs.

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

This year we have been able to design the ESL program so that the ESL teacher can push-in to each classroom in grades kg, first and second. This supports ELLs to participate more fully in the mainstream curriculum, with the added support of ESL methodologies and small group work. Newly enrolled ELLs, along with all other students, receive a welcome letter from their teacher before the start of the school year (in English and in Spanish). Given that our staff is very community-minded, teachers give out their telephone numbers so parents can contact them with questions just before the school year starts. Our school always hosts a family picnic around the third weekend in August so new families can be welcomed. This year's was well-attended. Our Parent Coordinator (a native Spanish speaker) is on staff throughout the summer so that she does outreach to families who pre-registered in the Spring.

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

We have a Saturday event before the start of school that is a time for parents to come to the school, have breakfast, meet with the staff and PTA and become acclimated with our school. This year we will continue to offer workshops for new parents, including an ESL workshop. We understand that parental support is our foundation and our parent coordinator, PTA and staff try to utilize these meetings to help establish relationships that will benefit us all. All parents are welcomed at PS 368. Parent workshops, parent volunteering, fundraising activities conducted by the PTA and parent classes make our school a busy place where everyone belongs.

18. What language electives are offered to ELLs?

We are fortunate to have the Global Language Project in our school offering classes in Mandarin or Arabic to all 6 grades, twice a week for each grade.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Our ESL teacher regularly participates in network meetings (CFN 102), the two previous annual OELL Conferences in Queens, and a great deal of ELL-related professional development, including the current "Unpacking the NYSESLAT". Also Professional Development for all teachers is offered on a continuous basis at PS 368 and staff are encouraged to attend workshops and to turnkey what they've learned. Thursday mornings this year will be dedicated regularl to professional development including focus on working with ELLs, SWDs and intervention in general.

2. We provide professional development on an ongoing basis in collaboration with our math and literacy consultants. Our literacy coach also provides professional development support during grade meetings and full day PD cycles.

3. Our staff provides ELL students and their parents with tools and resources for helping all our students transition to middle school. Regardless of whether the 5th grader is an ELL or not they are palced in the best middle school environment available. We advocate for our ELL students by providing them with teacher recommendation letters, and by supporting them academically in an effort to get them into the best schools.

Professional Development for all teachers is offered on a continuous basis at PS 368. Our academic program allows all students to excel including our ELL students. We also arrange visitations with the middle school as well as facilitate conversations with the students around what sort of program models they can expect at the middle school.

4. The majority our teachers have the mandated 7.5 hours of ELL training. New teachers are encouraged to participate in UFT courses, "P" credit classes offered by DOE as well as conferences offered by DOE. We also work on sending teachers to applicable OELL trainings and professional developments. We plan on working closely with our new ELL Network Instructional Coach to help design ELL PD for the staff based on data and student need. In the first four months of this school year, every teacher in the school has attended day-long PD offered through the network, another school or a DOE-related consultant. Every month our school receives math lesson study PD through our network coach, and shared practice study PD at other schools every other month. For ELA, Social Studies and other subject areas, we have an instructional coach who works with the entire teaching staff--in-class and out-of-class--twice a week, every week, for the entire school year. Her targeted support and collaborative planning has been especially beneficial, pulling together--as she does--classroom teachers, the ESL teacher, SETTS and Speech teachers. These PDs take on various configurations: from one on one to grade-level to entire teaching staff.

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?

Parental Involvement- Since our school was founded just over six years ago by a group of parents and teachers, parents represent a central element of overall school functioning. Every parent is strongly encouraged to volunteer time helping out during the school day, or with the school newsletters, digital media, meetings, special functions, etc. As such, there are Spanish-speaking parents who can be found reading in Spanish to a child, preparing movie night and distributing supplies and notices to classrooms, volunteering in the lunchroom, organizing cultural events such as theater series, our yearly school-wide Carnegie Hall concert series, as well as participating in our school-wide Friday morning Sing-Alongs. CBOs such as the Northern Manhattan Alliance and the Global Language Project provide workshops and resources for parents periodically. The Parent Coordinator, as well as many of the teachers also offer evening workshops on topics such as: Reading with your child at home, Helping your child with the new Math curriculum, and Using the native language to help your child in school. The Parent Coordinator (a native Spanish speaker) does active outreach at every level on a continual basis. Since we are a small school, we get to know all our families personally. When families present situational difficulties, we have regular services provided by the building's Social Worker, School Psychologist and Occupational Therapist of PS 153, on the floor below us. Parents seek out our school through word-of-mouth precisely because of our strong sense of community. Upon registration, every parent is presented with a contract they must adhere to, and which includes active parent participation. There are many Spanish-speakers on staff and so there is always someone available to translate into Spanish. For translation into other languages such as Chinese, we have a few parents who speak both and can serve as translators, as well our current intention to reach out more to the DOE's own translation and interpretations services. Our Parent Coordinator meets with parents regularly to get their input as to their needs. Since parents form part of the School Leadership team, they voice their concerns and their ideas at the monthly SLT meetings.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M368 School Name: Hamilton Heights School

Cluster: 1 Network: 102

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.

While other home languages are spoken, Spanish is the language most needed for translation services. Through parent help and the Chinese and Arabic teachers in the Global Language Project, who are in our school daily, we are able to meet translation needs. For decisions on which language is needed for written and oral communication with parents we rely on the emergency "blue card", the HLIS and on biographical information solicited by classroom teachers at the beginning of each school year. Of course our parent coordinator is also key in providing greater awareness of parental language preference. .

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 upon the Home Language Survey and due to the small size of our school we know every family and their language needs. While Spanish is the dominant second language spoken in our school and approximately 1/3 of our families have limited English fluency, there are several other first languages spoken in the homes of our students. These include French, Haitian Creole, Mixtec, Portuguese, Polish, Russian, German, Finish, Arabic, Chinese, Japanese and several African languages of the countries of Eritrea, Somalia, Sudan, Mali, Senegal and Cote D'Ivoire.

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.

All notices sent home are translated into Spanish either added to documents on two sided notices or inserted into documents to be sent home. Our Parent Coordinator and other Spanish Speaking teaching staff assist in written translations as needed. Written Chinese translations are secured from Doe online sources as needed.

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.

In addition to our Parent Coordinator, the school secretary, Spanish speaking school aides and paraprofessional staff who are available on demand to verbally converse and/or translate as needed. On the teaching staff there are there are several English/Spanish bilingual teachers. During Parent conferences out of classroom meetings and our ESL teacher, several classroom teachers and staff serve as translators for whole class meetings and individual parent/teacher conferences.

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 school complies with all parental notification requirements. To translate larger documents and/or to send home documents from the DOE, the online service is used. For these types of documents we also utilize the translation services in home languages in addition to