

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

DBN: (i.e. 01M001):

25Q024

School Name:

ANDREW JACKSON ELEMENTARY SCHOOL

Principal:

DEBRA CASSIDY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 25Q024
School Type: Community School Grades Served: K-5
School Address: 141-11 Holly Ave, Flushing, N.Y. 11355
Phone Number: 718-359-2288 Fax: 718-460-3251
School Contact Person: Debra Cassidy Email Address: DCassid3@schools.nyc.gov
Principal: Debra Cassidy
UFT Chapter Leader: Barbara Senenman
Parents' Association President: Alexandra Restrepo & Stephanie Garcia
SLT Chairperson: Margaret Conlon
Student Representative(s): N/A

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place, Flushing, N.Y. 11354
Superintendent's Email Address: DDimang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Cassidy	*Principal or Designee	
Barbara Senenman	*UFT Chapter Leader or Designee	
Alexandra Restrepo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Joann Montoya	Member/Assistant Principal	
Stephanie Garcia	Member/PTA Co-President	
Margaret Conlon	Member/ Teacher (Chairperson)	
Maria Christian	Member/ Teacher	
Nemesio Rivera	Member/ Teacher (Treasurer)	
Wendy Shen	Member/Parent	
Alana Antonnio	Member/Parent	
Norman Ng	Member/Parent	
Kiran Lata	Member/Parent	
	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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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.

PS 24 prides itself on excellence. **Our mission statement** is to work collaboratively with the staff and parents of P.S. 24Q, as partners in setting high standards of excellence for our students. Our expectations are that they will realize superior academic achievement and social development as they move on as productive members of our local community and global society. We educate all members of the school community, students, staff and parents in a wholesome, nurturing environment. The knowledge and skills they gain in our school will empower our students to be lifelong learners, risk takers, and problem solvers as they face life's challenges.

The areas in which our school has made the most growth during the previous year is in ensuring our students engage in rigorous and coherent curriculum that is accessible to a variety of learners and is aligned to the Common Core Learning Standards, as well as, aligning our assessments to our curriculum. **Our schools strength** lies in our classroom practice that is aligned with our school community's belief that children learn best when teachers set high expectations, create a culture for learning, participate in ongoing collaborative planning, use assessment data and feedback from administrators to reflect on, revise and refine curriculum and instruction, as well as provide targeted feedback to students which guides their next steps. In order to align curriculum to the CCLS, our teaching staff and administrators plan units of study collaboratively using backwards design. Instructional Teams look at the Common Core Learning Standards, Scope and Sequence and essential questions to plan coherent instruction. To reach a variety of learners, including English Language Learners and Students with Disabilities, we utilize multiple points of entry into each lesson planned. Using strong teacher pedagogy we ensure that it is differentiated to enable all students to produce meaningful work products. In order to ensure the Common Core Learning Standards are infused throughout all lessons, curriculum mapping and planning are done with staff developers both in and out of the building. To focus on college readiness, curricula have been aligned across grades and subject areas through inter-visitations, professional learning, common preps per grade, and vertical planning with teacher facilitators. Professional Learning and Professional Collaboration time is used for planning and to analyze student work to drive future instruction. School and grade-wide assessments, rubrics, and student-friendly checklists were created as a tool for teachers to use when planning lessons. Teachers are using a variety of formal and informal assessments to monitor student understanding during lessons. Data from all of these assessments enable teachers to adapt their teaching to accommodate student needs. PS 24 is also involved in a special initiative to scaffold literacy in the content areas of science and social studies for our English language learners in collaboration with Maryann Cucchiara, an ESL specialist.

Our schools accomplishments are in the Arts which play a major role in the development of our children, both academically and emotionally. PS 24Q exposes students to opportunities in the Arts and physical education programs such as: Strings with the Brooklyn Conservatory of Music – violin for 4th and 5th graders, Create! Dance residencies for all grades, Chorus – 4th and 5th grade, Basketball and Cheerleading teams, Swim for Life – 2nd grade, K-5 CookShop, Go Noodle – physical education in the classroom, Drama in the classroom, Certified Art Teacher in the classroom, Mighty Milers, Elders Share the Arts (ESTA), Storytelling Residency in Kindergarten.

School leaders, staff and parents recognize that high expectations for student achievement are critical to prepare students for college and career. Together, the administration, staff and parents have developed a strong partnership between home and school to support the academic progress of students. We plan collaboratively with our School Leadership Team to set goals for our educational programs, and work together to obtain these goals. Many opportunities are available for parents to attend academic workshops which help strengthen the meaningful home-school partnership at PS 24.

Our challenge, and therefore our focus this year, is to engage our staff in structured professional collaboration in cycles of inquiry to examine our pedagogical practices and how they can be adjusted to improve student outcomes, especially in literacy. **We need to focus specifically on our students meeting or exceeding proficiency (Level 3's and 4's).**

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

Part of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student data).
 (narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this

In reviewing our Quality Report workbook there is a need for **rigorous instruction**, the data revealed a gap in growth between our bottom 1/3 students and our total student population in both ELA and math. Our bottom 1/3 showed growth of 72% in ELA whereas all students showed growth of 64% - with a gap of 8%. In addition, our average student proficiency decreased from 2.88 in 2012-2013 to 2.84 in 2013-2014. Overall, our percentage of Level 3's and 4's increased 1.3%. In mathematics, our progress showed the same trend. Our growth in 2012-2013 was 73% while in 2013-2014 was 66% - with a gap of 7%. However, our bottom 1/3 showed an increase from 72.5 to 76% growth – an increase of 7.5%. Our overall proficiency increased from 64.7% to 74.8% - an increase of 10.1%. Our early grade progress in both ELA and math increased from 2.67 to 2.91 in ELA and 3.72 to 4.36 in math. The data tells us that our bottom 1/3 of students is growing at a faster rate than other students, specifically our level 3's and 4's.

Part 2 – Annual Goal

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

By June 2015, in order to increase the rate of growth for our students who are approaching, meeting and exceeding proficiency compared to our students in the bottom 1/3, strategically targeted instruction will provide students with rigorous multiple entry points in rigorous tasks, thereby resulting in improved student outcomes in literacy and mathematics as measured by an increase of 10% of students reaching proficiency on the NYC ELA Writing Performance Assessment and 5% increase of students reaching proficiency as measured by our internally created math benchmark assessments to the end of year assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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 			
<ol style="list-style-type: none"> 1. In order to increase our MoSL data and Mathematics proficiency among all students including students who are meeting and exceeding proficiency, teachers will identify students' methods of learning and plan for differentiated instruction and rigorous tasks aligned to modes/styles of learning and to the CCLS. 	Students' MoSL data and Math data are assessed in October, January, March and May	October, January, March and May	Literacy Staff Developer, Math Staff Developer, Network Support Staff, TC Staff Developer, Maryann Cuchiarra, F-Status support staff, Administration Team.

<p>2. Teachers will analyze student data to determine how students learn best, specifically Students with Disabilities and English Language Learners in order to modify lessons to include multiple means of representation, expression, and engagement. Teachers will work with the Literacy Staff Developer and Math Staff Developer to plan for differentiated, rigorous instruction including enrichment.</p>	<p>Teachers will review data and plan for instruction. Twice a year interim assessments will be given to students for the MoSL and math, so teachers can continue to modify instruction based on student needs.</p>	<p>October, January, March and May</p>	<p>Literacy Staff Developer, Math Staff Developer, Network Support Staff, TC Staff Developer, Maryann Cuchiarrá, F-Status support staff, Administration Team.</p>
<p>3. Newsletters and weekly emails will be sent to our parents. Parents will participate in our "Parents as Partners" visits and our family events at Parent Teacher Association meetings. Progress reports will be distributed in January between report cards. Workshops targeting changes in instruction and assessment resulting from CCLS will be held.</p>	<p>Action plans with rigorous goals are developed with teachers, administrators and staff developers to help students meet or exceed benchmark levels.</p>	<p>September 2014-June 2015</p>	<p>Literacy Staff Developer, Math Staff Developer, Network Support Staff, TC Staff Developer, Maryann Cuchiarrá, F-Status support staff.</p>
<p>4. In order to build trust, teachers will use the Reading and Writing Action Plans created with the Literacy Staff Developer, checklists, conference notes, and informal running records to assess students, provide feedback and next steps to individual students and groups of students to support their reading achievement. Teachers will also use Math Action Plans created with the Math Staff Developer to plan for instruction based on the weekly math "Check-ins." Students will also receive double Foundations or Fountas and Pinell Leveled Literacy based on need. This data will be used to both identify and implement targeted instruction for students, creating multiple entry points into the curriculum, supporting their growth towards exceeding proficiency with the Common Core Learning Standards.</p>	<p>Teachers will design enrichment supports to engage students who are at or above proficiency.</p>	<p>September 2014-June 2015</p>	<p>Literacy Staff Developer, Math Staff Developer, Network Support Staff, TC Staff Developer, Maryann Cuchiarrá, F-Status support staff.</p>

Part 4 – Resources Needed

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

Professional development on Chancellor Day, Professional Learning Time, MoSL Team Meetings, Math Team Meetings, Calendar Days (i.e. December 10, 2014 – Maryann Cucchiara).

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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.

By December of 2014, teachers will have analyzed student data and met with the Literacy Staff Developer to plan for instruction and monitor students' data. Teacher will have met with their Professional Learning groups to dig deep into the data and conduct inquiry cycles to meet the needs of their students. Teachers will review data and plan for instruction. In order to progress monitor, twice a year, in January 2014 and in April 2015, interim assessments will be given to students for the MoSL and math so teachers can continue to modify instruction based on student need. By March 2015, teachers will have been involved in differentiated TC, Foundations, MoSL, and ESL Professional Development in order to plan lessons reaching multiple entry points using inquiry work and lesson study. Teachers will have implemented units of study based on the CCLS and incorporated nonfiction texts to push students to further exceed grade level.

By June of 2015, we will see a 10% increase of students reaching proficiency on the NYC ELA Writing Performance Assessment and 5% increase of students reaching proficiency as measured by our internally created math benchmark assessments to the end of year assessments.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student data).

(narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this

The instructional cabinet conducted a deep data dive into the released questions from the ELA and math exams and determined that there is a need to create a **supportive environment** by supporting teachers in addressing the students' ability to navigate complex vocabulary presented in passages and prompts. An analysis of disaggregated data from the NYS ELA assessment showed a gap between the performance of our ELL students and overall student population. Whereas our overall proficiency rate was 46.3%, our limited English proficient students' proficiency rate was 10.2%, a gap of 36.1%. However, the proficiency rate of our former LEP students was 44.0%. This data tells us that the ESL and literacy strategies that are being implemented are moving our ELL students towards proficiency. With regard to our NYSESLAT data, proficiency rate increased from 28% to 32% in 2013-2014 – an increase of 4%.

Part 2 – Annual Goal

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

By June 2015, teachers will incorporate guided and shared reading strategies into daily instruction so that all students – including ELLs and SWDs – can become independent in their ability to navigate complex text and understand the shades of meaning of Tier II and Tier III vocabulary words as measured by an increase of 7% in the number of students reaching proficiency as measured by Trait 6 (Word and Spelling Knowledge) in Grades K-2 and Trait 7 (Conventions) in Grades 3-5 of the MoSL rubric.

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: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. With the support from outside professional development, teachers will plan for Inquiry Based learning centers in social studies, close reading, complex text, linguistic frames, and sentence acrobatic work.	English Language Learners Grades K-5	September 2014-June 2015	ESL staff, Literacy staff developer, Network Support Staff, Marianne Cuchierra, Administration.
2. This year, Marianne Cuchierra, a consultant specializing in targeting literacy instruction in the content areas of science and social studies for English Language Learners, will work with grades in planning rigorous social studies and science lessons incorporating ELL strategies to engage students in learning.	English Language Learners Grades K-5	September 2014-June 2015	ESL staff, Literacy staff developer, Network Support Staff, Marianne Cuchierra, Administration.
3. Progress reports will be sent home in January to inform parents of student achievement in-between report cards. Grade newsletters will	Parents	September 2014-June 2015	ESL staff, Literacy staff developer, Network Support

be sent home every month in all content areas to inform parents of student expectations. Parent Workshops on reading expectations and the CCLS will be held.			Staff, Marianne Cuchiara, Administration.
4. In order to build trust , teachers will work collaboratively with Administration and the Literacy Staff Developer to implement and plan for this work in Science. This will build the language acquisition skills needed to navigate complex fiction and nonfiction text. Teachers will also plan for social studies and science including enrichment activities to engage all learners including those at or above proficiency. They will receive professional development on Bloom's Taxonomy and Webb's Depth of Knowledge to support enrichment while teaching Tier II and Tier III vocabulary.	English Language Learners Grades K-5	September 2014-June 2015	ESL staff, Literacy staff developer, Network Support Staff, Marianne Cuchiara, Administration.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development on Chancellor Day, Professional Learning Time, Calendar Days (i.e. December 10, 2014 – Maryann Cucchiara).

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
8. Specify a timeframe for mid-point progress monitoring activities.				
By December 2014, teachers will have received professional development on how to align both the Science and Social units with literacy including enrichment activities to do alongside Juicy Sentence work. In order to progress monitor, twice a year, in January 2014 and in April 2015, interim assessments will be given to students for the MoSL to determine growth by students in Trait 6 (Word and Spelling Knowledge) in Grades K-2 and Trait 7 (Conventions) in Grades 3-5 on the MoSL rubric. By March 2015, teachers will have created and implemented units that align the content area curriculum with the CCLS in Literacy and enrich students in vocabulary building. By June 2015, students will have become independent in their ability to navigate complex text and understand the shades of meaning of Tier II and Tier III vocabulary words.				
Part 6b. Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student data).

(narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this

After our Quality Review for the 2014-2015 school year, we determined a need to build **collaborative teachers** through Professional Learning Communities and inquiry among staff members in order to move teacher practice and student achievement. The Quality Review stated, "Although teachers clearly evaluate the impact of curriculum on student learning...they have not yet engaged in inquiry around pedagogical decision making and how their practice informs outcomes for all learners."

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.

In order to strengthen our culture of collaborative inquiry work by creating professional learning communities within and across the school that would increase the number of experts in using data to identify a change in instructional practice that will accelerate learning for specific groups of underperforming students or students who are at or above proficiency, 100% of teachers will participate in Professional Learning Communities by working on collaborative inquiry to raise the level of teacher practice and student achievement so that by June 2015 there will be an increase of 2.5% of students in grades 3-5 meeting or exceeding proficiency on the NYS ELA Exam administered in April 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: <ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Multiple Professional Learning Communities will be established to examine the learning challenges of a targeted group of students. The PL Communities will meet regularly to collect/analyze data, make instructional decisions, change teacher practice, set goals for student learning and assess/benchmark progress toward June goals.	Professional Learning Communities comprised of Teachers and Paraprofessionals. Student progress will increase as a result of these teams.	September 2014-June 2015	Teachers, Paraprofessionals, Literacy Staff Developer, Math Staff Developer, Network Support Staff, Administration.
2. Cohesive inquiry work will take place during Monday Professional Learning time. Inquiry Teams will study researched based sources especially specific researched based programs that target instruction for English Language Learners and Student	Professional Learning Communities comprised of	September 2014-June 2015	Teachers, Paraprofessionals, Literacy Staff Developer, Math

with Disabilities, and share their work with the larger school community during "Inquiry Share Fairs" in January, March, and June.	Teachers and Paraprofessionals.		Staff Developer, Network Support Staff, Administration.
3. We will hold parent workshops building literacy at home, supported by the teachers and staff developers. Teachers will incorporate literacy suggestions about researched based strategies to address the needs of their students from their Professional Learning Communities. A parent newsletter will be sent home monthly with suggestions parents can use at home in all content areas. In addition, parents will receive a progress report in January and TC Pro letters will go out twice a year to inform parents about students reading levels and suggestions for books they can read on those levels.	Parents and Teachers.	September 2014-June 2015	Teachers, Paraprofessionals, Literacy Staff Developer, Math Staff Developer, Network Support Staff, Administration.
4. In order to build trust , the Administrators and Staff Developers will support the teachers by identifying assessment tools to monitor student growth and differentiate instruction; revising mini-lessons to ensure explicit teaching and address the needs of struggling students, ELL's and students who are at or above proficiency. Teachers and Paraprofessionals will share out best instructional practices with grade colleagues during inquiry share fairs a minimum of three times a year (January, March, June).	The Administrators, Literacy Staff Developer and Math Staff Developer will support teachers and paraprofessionals.	January, March and June	Teachers, Paraprofessionals, Literacy Staff Developer, Math Staff Developer, Network Support Staff, Administration.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of PD provided by the DOE (webinars and Teacher training), Calendar Days, ARIS Learn modules, Network Professional Development, Chancellor Days, Researched Based Programs, Training in use of these programs, and books on effective teaching practices.

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	X	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:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
By November 2014, teachers will be surveyed identifying areas that they want to learn or study and then collaborate in Professional Learning Committees to study those topics. By March 2015, to progress monitor, Inquiry Teams will study researched based sources and data that supports student achievement around changes in practice and share their work with the larger school community during "Inquiry Share Fairs" in January, March, and June. By June 2015, there will be an increase in the implementation of the best practices from these Professional Learning Communities as observed during formal and informal observations and walkthroughs.				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of relevant data).

(narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this

A review of observation reports and final MoTP/MoSL ratings revealed a need to build **Effective School Leadership** by focusing on using assessment to drive instruction, engaging students in learning and student to student discussion.

Part 2 – Annual Goal

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

By June 2015, 65% of teachers will have moved at least one level of performance on the Danielson Rubric by targeted and differentiated professional development being provided to teachers based on observations from classroom visits and teacher self-assessment that will elevate teacher practice in the priority components of Domain 3 of the Danielson Framework (3b, 3c, 3d) as measured by Advance.

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>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
1. Initial planning conferences will be used to discuss individual teachers' professional goals by reflecting on prior year's MoTP, student data, as well as using feedback from observations and visitations to identify areas of strengths and growth on the Danielson Rubric. Professional development and collaborative learning conversations will focus on the areas of 3B, 3C, and 3D and will be differentiated based on teacher needs.	Teacher understanding will be monitored through PD surveys and teacher/administrator conferences to discuss evaluation with timely feedback that improves instruction.	September 2014	Administration, Network Support Staff, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other Outside Staff Developers, Talent Coach.
2. Administration will categorize and systemize school-wide goals in order to analyze trends, plan and implement differentiated professional development opportunities (with in-house and network support, as well as outside consultants), use Chancellor PD days, non-attendance days, monitor progress through informal visitations and formal observations, analyze student assessment data, plan for instruction based on data	Student growth will be measured on the rubrics associated with the fall and spring administrations of NYC ELA Writing Performance	September 2014-June 2015	Administration, Network Support Staff, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other

specifically targeting instruction for our English Language Learners and Students with Disabilities, and adjust Professional Learning according to findings.	Assessment		Outside Staff Developers, Talent Coach.
3. Parents will be trained on the Common Core Standards, Danielson Framework for Teaching, and the instructional shifts during SLT meetings, PTA meetings and First Fridays: Parents as Partners, so that they can better understand how to support students at home. Parents will receive monthly grade specific newsletters and weekly "Email Blasts" that detail units of study in Reading, Writing, Math, Science and Social Studies and school events. Our website is updated monthly to include activities that parents can use at home with their children.	Parents	September 2014-June 2015	Administration, Network Support Staff, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other Outside Staff Developers, Talent Coach.
4. In order to build trust , the administrative team is working with our Talent Coach to foster a shared understanding of the Danielson Rubric and subsequently share that understanding collaboratively with our teachers during pre- and post-observation conferences.	Teacher understanding will be monitored through PD surveys and teacher/administrator conferences to discuss evaluation with timely feedback that improves instruction.	September 2014-June 2015	Administration, Network Support Staff, Literacy Staff Developer, TC Staff Developer, Math in the City Staff Developer, other Outside Staff Developers, Talent Coach.

Part 4 – Resources Needed

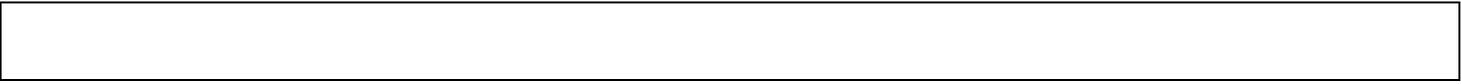
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of PD provided by the DOE (webinars and Teacher Danielson training), Calendar Days, ARIS Learn modules, Network Professional Development, Chancellor Days, Early Dismissal Days, and conferences with supervisors.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
By November 2014, all teachers will have completed their initial conferences and will have met with their supervisor for at least one evaluation feedback session. By March 2015, 100% of teachers will be utilizing supervisor feedback to drive instruction, plan interventions and enrichment to support each child's learning. Staff members will display evidence throughout the school-year of an increase focus on Domain 3 on the Danielson Framework for Teaching such as discussion prompts in the classroom, questioning prompts, centered base learning activities, and assessment criteria. In order to progress monitor, teams will be meeting from September 2014 to June 2015 to analyze and discuss data and best practices in order to plan targeted instruction to support individual students and groups of students. By June 2015, teachers will have moved at least one level of performance on the Danielson Rubric in the priority components of Domain 3 of the Danielson Framework (3b, 3c, 3d). Teachers will meet with their supervisor for an end of the year conference in June 2015.				
Part 6b. Complete in February 2015 .				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	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

<p>nt of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis relevant data).</p> <p>ative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this</p>
<p>In 2012-2013, we introduced Positive Behavior Intervention System (PBIS) to the school – which decreased the number of Level 4 and 5 student behavior infractions. There is a need to build Strong Family and Community Ties by sharing out best practices and Shared Decision Making with families around positive student decision. We have seen that the amount of time students are spending out of the classroom due to behavior referrals has also decreased – resulting in an increase in student achievement. An analysis of data – the frequency that teachers are calling for assistance, sending students out of the classroom – has allowed us to put systems in place so that there is an increase in instructional time as well as students' self-monitoring their behavior.</p>

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>In order to educate parents and students of the behavioral expectations, our guidance counselor will provide individual and small group sessions to at-risk students and their parents so that by June 2015 there will be a 3% reduction in the number of disciplinary parent meetings with administration and OORs reports and a 5% increase in positive parent meetings and phone calls to parents about their children's behavior as measured by parent communication logs.</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: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Teachers were trained at the beginning of the school year during faculty conference on the use of PBIS program.	All teachers will be trained in the use of the PBIS program.	September 2014	PBIS Committee, all staff members, parent volunteers, school guidance counselor, school psychologist, school funds for incentive prizes
2. The PBIS system includes a reward system, "Jackson Bucks," that are given to students who are safe, responsible and respectful to all. Students are then invited weekly to the school store to cash in their "Bucks" or save their "Bucks" for a larger purchase at the end of the school year. Visual scaffolds are used to support our English Language Learners and Students with Disabilities in following the correct behavior throughout the year.	The PBIS committee maintains a record of "Class Bucks" received each	September 2014-June 2015	PBIS Committee, all staff members, parent volunteers, school guidance counselor, school psychologist, school funds for incentive prizes

	month.		
3. Parents were trained at a PTA meeting on how they can extend PBIS to their homes. Parent Workshops on the PBIS plan were conducted in October to support parents in improving their children's behavior at home. Teachers helped parents create behavior charts and systems to monitor and reward positive behavior. Parents observe our PBIS system in effect during our monthly "First Fridays."	Parents will be trained at a PTA meeting in the use of the PBIS program.	October 2014	PBIS Committee, all staff members, parent volunteers, school guidance counselor, school psychologist, school funds for incentive prizes
4. In order to build trust , the PBIS committee meets monthly to assess student progress with regard to behavior and modifications to the PBIS plan are made as needed.	The PBIS committee monitors the impact of the program has on behavior incidents and amends the program as needed.	September 2014-June 2015	PBIS Committee, all staff members, parent volunteers, school guidance counselor, school psychologist, school funds for incentive prizes

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PBIS Committee meetings once a month, Jackson Bucks Store, behavior incentive charts, beginning of the year professional development

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		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:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
By December 2014, all staff members, parents, and students will receive training in PBIS. A school store will be in place; individual and whole class prizes will be chosen and distributed. By March 2015, in order to progress monitor, OORs reports will be analyzed and discussed with the PBIS team. Staff members will continue to implement PBIS and classes with the greatest amount of whole class "Jackson Bucks" will receive an extra prize. By June 2015, students will behave in a more positive manner.				
Part 6b. Complete in February 2015.				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	After School Extended Day Program	An Extended Day Academic Support Program is offered to give additional support to our students in literacy instruction.	Literacy support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in grades 3, 4, and 5.	After-School
	Title III ESL Extended Day Program	The Title III After-School Program services targeted ELL students in Grades 3-5. There are Beginning, Intermediate, and Advanced classes.	On Wednesdays and Thursdays for 2 hours.	After-School
	Title III ESL Foundations Extended Day Program	The Title III ESL Foundations Extended Day Program services targeted ELL students in Grades K-2 with a Double Dose of Foundations.	On Wednesdays and Thursdays for 1 hour.	After-School
	F-Status ELA Support (Pending Funding)	An F-Status ELA Support teacher will service targeted students who need additional support in literacy instruction.	On Monday, Tuesdays and Thursdays during the school day as a push/in - pull/out program.	During the school day
Mathematics	After-School Extended Day Program	An Extended Day Academic Support Program is offered to give additional support to our students in math instruction.	Mathematics support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in Grades 3 through 5.	After-School

	Title III Extended Day Program	The Title III After-School Program, services targeted ELL students in grades 3 through 5. These classes are designed to provide additional math support to targeted ELL population.	On Wednesdays and Thursdays for 2 hours.	After-School
	F-Status Math Support (Pending Funding)	An F-Status Math Support teacher will service targeted students who need additional support in mathematics instruction.	On Monday, Wednesday, and Fridays during the school day as a push/in - pull/out program.	During the school day
Science	After-School Extended Day Program	An Extended Day Academic Support Program is offered to give additional support to our students in science instruction.	Literacy/Science support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in Grades 3 through 5.	After-School
	Title III ESL Extended Day Program	The Title III After-School Program, services targeted ELL students, in grades 3 through 5. These classes are designed to provide additional science support to targeted ELL population.	On Wednesdays and Thursdays for 2 hours.	After-School
Social Studies	After-School Extended Day Program	An Extended Day Academic Support Program is offered to give additional support to our students in social studies instruction.	Literacy/Social studies support is offered in 2 hour sessions on Wednesdays and Thursdays to recommended students in Grades 3 through 5.	After-School
	Title III Extended Day Program	The Title III After-School Program, services targeted ELL students, in grades 3 through 5. These classes are designed to provide additional social studies support to targeted ELL	On Wednesdays and Thursdays for 2 hours.	After-School

		population.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor/Youth Development Counselor	Our Guidance Counselor provides intervention services in crisis situations for students and their families, counseling students on a one-to-one basis and in small groups. Our Youth Development Counselor services our student population during crisis situations by promoting appropriate conflict resolution techniques and seeing students in Grades 3, 4, 5, and Magic Circle for Grades K-5. In collaboration with a teacher committee, we will be continuing our behavior plan entitled, "PBIS" to encourage positive student conduct.	As needed	During the school day
	School Psychologist	Our School Psychologist provides intervention services for students and families on an as-needed basis.	As needed	During the school day

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.
<p>All students receive teaching from 100% Highly Qualified Teachers according to the BEDS survey. Teachers receive professional development in all content areas, on the CCLS, during Common Preps, Chancellor's Conference Days, TC Calendar Days, with Network Support Staff, TC Staff Developers, Maryann Cucchiara, Math in the City Staff Developer, Literacy/Social Studies Staff Developer, and Math/Science/Technology Staff Developer. When a vacancy becomes available, there is a hiring committee that meets with the principal to go over resumes, interview candidates, and observe demonstration lessons before hiring. The hiring committee then selects highly qualified staff members. In order to retain highly qualified Teachers, support and professional development are given from our Network Support Staff, Teacher's College Staff Developers, and in-house staff developers. New teachers are mentored by their mentor during their first year. When teachers switch grades they are mentored by a colleague on their grade for an additional year. Teachers meet in teams during common preps (every grade has a common preps every day of the week). Additionally, a spirit committee meets once a month to build morale throughout the building among staff and students.</p>

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).
<p>Differentiated professional development opportunities are offered to all staff members, including principals and assistant principals, teachers, paraprofessionals and other staff members. This year our staff participated in Teachers' College, Math-in-the City, ESL non-fiction reading strategies (Maryann Cuchiarra), Network facilitated Response to Intervention, Special Education, behavior management and ESL workshops. All trainings are aligned to the Common Core Learning Standards and support teachers to implement the instructional shifts required for student success in ELA and Math. The Principal and Assistant Principals have received training from our Talent Coach, in aligning our ratings on teacher practice as assessed on Danielson's Framework for Teaching.</p>

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).
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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.).

Families are invited to Kindergarten Orientation where they are introduced to administration and staff members who will offer their services throughout the school year to their children. Part of the orientation schedule includes a visit with one of the Kindergarten classrooms. General school information is distributed to parents/guardians (available in English, Chinese and Spanish). Information includes contact information, pre-school preparation activities, Common Core Learning Standards, monthly calendar and a sample of the monthly Kindergarten newsletter. In addition, all information is available on our website and translated such as supply list, book of the month, etc. During the orientation, our school orally translates important information in Mandarin to increase parent engagement (this language is the most requested by our population). At the end, parents are encouraged to ask questions to clarify any information. During the registration process, incoming families complete Home Language Identification surveys and Program Selection form for ELL's to determine their needs i.e. oral and written language preferences, special education needs and requirements. English Language Learners also meet with an ESL staff member for evaluation. Families are encouraged to come to monthly meetings such as PTA meetings and First Fridays – both offer a parent-child activity to help communicate to our families the academic and social expectations for their children and how they might support this process at home. Parents are also encouraged to sign up for the Weekly Email Blast to receive current information about school events and activities.

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.

Teacher teams including Teacher Council, Math Team, MoSL Team, Writing Team, PBIS Team, and School Leadership Team meet to discuss instruction and the assessments associated with them to measure student growth. Grade Level (horizontal) and cross-graded (vertical teams) and Inquiry Teams meet monthly to review data gathered from these assessments. The MoSL team selected the Measures of Student Learning for the 2013/2014 school year. Differentiated Professional development is aligned to the findings of the data and offered during Chancellor Professional Development Days and Early Dismissal PD days. Teachers assess their students on NYC's writing performance tasks and plan instruction aligned to the needs of students in each class. The instructional cabinet/administrative team meets weekly to review student progress, review the findings from informal and formal observations and adjust future professional development. The vertical math team meets to design grade-wide pre-assessments, weekly quizzes, and interim assessments throughout the year.

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	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$392,213.00	X	9, 12, 14
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$79,873.00	X	19
Title III, Part A	Federal	\$43,796.00	X	9, 12, 14
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$4,652,338.00	X	9, 12, 14, 17, 19

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 24 Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the 2014-15 CEP

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q024 School Name: Andrew Jackson School

Cluster: 2 Network: 207

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.

At P.S. 24 a variety of data collection tools was used to assess our school's written translation and oral interpretation needs to be able to provide all parents with timely information in a language that they can understand. In order to determine the written translation needs of our school's population, we use the Home Language Identification Survey, which is distributed at the time of a student's registration, surveys from teachers and our Parent Coordinator, and the ATS RSEC, RHLA and RSDS reports. Our oral interpretation needs are assessed through PTA meetings, Parent/Child Workshops, Parent Teacher Conferences, the School Leadership Team, and the Home Language Identification Survey.

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.

Using the above mentioned tools, we found that our population of home languages consists of: 77.29% Asian/Pacific Islander languages (Chinese, and Korean, Urdu, Hindi, Pasto, Gurarati), 6.42% Spanish, 15.89% English, and under 1% European Languages (French, Russian, Albanian). These findings which indicate that 83.71% of our families do not speak English at home, were shared with the PTA Executive Board and the School Leadership Team to report to the school community.

Part B: Strategies and Activities

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

We will be reaching out to our P.S. 24 families through flyers, weekly email blast, workshops, newsletters, and monthly calendars all of which will be posted on our updated website. The translations that will be made available will aid the parents in their understanding of the school system and curriculum. We distribute written translation from DOE letters whenever available including translated report cards. Staff members and parent volunteers assist in providing written translation of important letters in our much needed areas of Mandarin and Spanish. We believe that these actions will facilitate further parent involvement with their children's school and studies.

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 order to communicate with the large multilingual population of P.S. 24 more efficiently and effectively, we will hire staff members at per session rate to interpret in multiple languages. Teachers will be hired to translate at after school parent workshops, evening parent activities, and to provide weekly telephone sessions (pending funding) to effectively communicate to parents in Chinese, Spanish, Urdu, and Hindi about school wide concerns, curriculum issues, and answer parent's questions. We will set up one hour sessions (pending funding) one afternoon a week from 4:30 PM to 5:30 PM (January to June) when schools phones will be used to reach out to parents in their native languages and/or have parents call the school. Flyers in home languages will be distributed to advertise this offering. Classrooms teachers use this service to communicate messages to specific families. In addition, our Chinese speaking Parent Coordinator, Chinese Native Language support paraprofessional, our Bilingual Chinese School Psychologist, and Bilingual Spanish Social Worker translate regularly.

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>.

We plan on fulfilling Section VII of Chancellor's Regulations A-663 regarding parental notification requirements by including information about written translation and oral interpretation services offered at P.S. 24 in our monthly school bulletin, flyers, at PTA meetings, and parent workshops. Our ESL teaching staff and our Parent Coordinator work closely with new immigrant parents to receive and understand all educational options available. When available from the DOE Translation Unit and with the help of native language staff members, correspondence is distributed in multiple languages; for example: report cards, newsletters, and progress reports.

**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 25	Borough Queens	School Number 024
School Name Andrew Jackson 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 Debra Cassidy	Assistant Principal Saher Said
Coach Susan Moore	Coach type here
ESL Teacher Adina Grasso	Guidance Counselor Ellen Hochberg
Teacher/Subject Area K. Berry Special Education	Parent Norman Ng
Teacher/Subject Area S. Karroll Kindergarten	Parent Coordinator Mon Lan Jee
Related Service Provider type here	Other Giuvella Leisengang ELL NSS
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.	11	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	7
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)	937	Total number of ELLs	359	ELLs as share of total student population (%)	38.31%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	5	5	5	5	5	5								30
SELECT ONE														0
Total	5	5	5	5	5	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	359	Newcomers (ELLs receiving service 0-3 years)	338	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	1

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	338	0	14	20	0	5	1	0	0	359

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	338	0	14	20	0	5	1	0	0	359
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6			3	1								15
Chinese	58	90	62	29	34	14								287
Russian	1	1												2
Bengali	1	1												2
Urdu	2	3	1	3	2	4								15
Arabic														0
Haitian														0
French														0
Korean	3													3
Punjabi		1		1	1									3
Polish														0
Albanian														0
Other	8	6	6	3	2	7								32
TOTAL	78	108	69	36	42	26	0	359						

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)	4	4	6	15	6	8								43
Intermediate(I)	17	21	6	10	5	12								71
Advanced (A)	67	42	15	15	11	10								160
Total	88	67	27	40	22	30	0	274						

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	20	19	8		47
4	5	12	4		21
5	23	14	2		39
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	4	5	18	5	11	4	7	4	58
4	3	3	6	0	7	3	6	4	32
5	10	5	2	5	8	9	3	4	46
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	2	9	1	14	6	34
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.
Our school uses Teachers' College assessments including: letter/sound identification, concepts of print, sight word knowledge and running records to assess the early literacy skills of our ELLs. In addition, another form of assessment is Foundations which will also help assess early literacy skills. Based on the data, a significant number of our newcomers require extra support in letter sound recognition,

phonemic awareness, blending and segmenting. Therefore, our school trained all kindergarten, first grade, second grade teachers as well as all ESL support staff in the Foundations program to better assist our newcomers in developing their English language skills. In writing, our school assesses each student's writing development by administering on-demand writing pieces for each genre and using the 6+1 rubric to evaluate their writing, and to plan for targeted instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After analyzing the 2013 NYSESLAT scores, we found that 46% of students in Kindergarten moved from Beginners to Advanced; in first grade 14% of students moved from Intermediate to Proficient; in third grade 28% of students moved from Advanced to Proficient; in fourth grade 34% of students moved from Advanced to Proficient; and finally in fifth grade 32% of students moved from Advanced to Proficient. Students in kindergarten, first and second grades acquire language proficiency faster than students in third, fourth and fifth grade. Based on last year's data we administered the NYSESLAT to a total of 381 or 25% of students. In total, 107 students in grades K-5 scored Proficient representing 28% proficiency rate. Kindergarten proficiency rate was 7.36%, first grade proficiency rate was 32.3%, second grade proficiency rate was 41.3%, third grade proficiency rate was 32.3%, fourth grade proficiency rate was 37.1%, and fifth grade proficiency rate was 36.1%.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After analyzing the NYSESLAT 2013 data, we noticed an overwhelming trend across all grades where students scored higher in the listening and speaking modalities in comparison to the reading and writing modalities. In order to meet the needs of our ELLs, our classroom and ESL teachers, focus on using questioning and discussion in their daily practice to engage students in higher order thinking conversation. Teachers are working with a staff developer from Teachers College, and are focusing on utilizing interactive read-alouds to build student academic vocabulary, as well as developing rigorous conversations among peers in all grades. In addition, we have partnered with with staff developer Maryann Cuchierra to examine complex texts through close reading of juicy sentences across multiple disciplines. Through this strategy, students will be able to build higher order thinking and have multiple entry points for differentiated group work.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Of the 107 students in grades 3-5 who took the NY State ELA Assessment in 2013, 13% (14 students) scored a level 3, 42% (45 students) scored a level 2, 44% (48 students) scored a level 1.

Of the 136 students in grades 3-5 who took the NY State Math Assessment in 2013, 20% (28 students) scored a level 4, 30% (41 students) scored a level 3, 26% (36 students) scored a level 2, 22% (30 students) scored a level 1. From these 136 ELLs, 51 students were given the test in a translated version: 23% (12 students) scored a level 4, 31% (16 students) scored a level 3, 19% (10 students) scored a level 2, and 25% (13 students) scored a level 1.

Of the 34 fourth grade ELLs who took the NY State Science Assessment in 2013, 58% (20 students) scored level 4, 29% (10 students) scored level 3, 11% (4 students) scored a level 1. From these 34 ELLs, 9 students were given the test in a translated version: 66% (6 students) scored a level 4, 11% (1 student) scored a level 3, 22% (2 students) scored a level 2.

Based on data our students fare better in the tests administered in their native language than English. Based on the NYSESLAT our teachers differentiate instruction in the classroom to strengthen the child's weakest modality. After analyzing the 2013 NYSELAT data, we found that most children scored lowest in the reading and writing modalities. Extra support is given to these children by the classroom teacher as well as by their ESL provider, ESL teachers, 50 minutes extended time, title III extended day, extended day academic support program and Saturday Academy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The Response to Intervention (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties. The NYCDOE RtI model is based on three tiers of instruction and intervention support. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. After that, students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. Our Tier 2 and Tier 3 instruction is tailored to meet our ELLs' language needs, incorporating research-based intervention strategies. Our school follows four action steps. First, universal screening is used as a baseline of student performance. For example, as required by State law, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. After parents answer the survey questions, our ESL team determines the student eligibility to take the LAB-R and the NYSITELL to determine the student's English Language Proficiency. If an ELL student is struggling and performing below-benchmark, the student receives targeted instructional support to bolster development in a particular area of need. We believe that strengthening classroom instruction is a key step in supporting our

at-risk ELLs. In order to support our ELLs, our school creates high-quality instructional environments that foster academic success. Our teachers engage with students and encourage students to engage with each other in conversations on rigorous academic content. Not only our ESL teachers, but also classroom teachers, develop our ELLs language and literacy across the curriculum. Teachers provide high quality core instruction by linking students' background knowledge to the content at hand. In order to support our ELLs, our teachers target academically rigorous and challenging instructional goals. As a school, we believe that thinking through conversation will help our ELLs to engage in productive dialogue and will promote productive struggle. ELLs who continue struggling receive intensive and targeted intervention. Teachers monitor the ELLs' progress by collecting data to make educational decisions about changes, goals, instruction and services.

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

Teachers plan their instruction using scaffolding strategies such as schema building, modeling, bridging, text representation, and a multitude of visuals to support our ELLs. To ensure that our students' second language development is considered in instructional decisions, our classroom and ESL teachers plan their instruction by allowing multiple points of entry through the use of ipads, laptops, Smart Boards, Ipad touch for whole group, and small group instruction. Teachers plan differentiated lessons based on students' modalities, and interests. Our teachers not only differentiate the delivery of the content but also differentiate their assessments to meet the needs of different learners. Our teachers assess students and build on their prior knowledge. Our teachers have been attending PD sessions in order to identify grade appropriate complex texts based on the work of Dr. Lilly Wong Fillmore and create small group work based on students language proficiency levels and abilities. Teacher strategies include: language experience approach and total physical response (TPR). Teachers collaborate with school staff, administration and external staff developers to build upon their own knowledge of teacher strategies. Teachers also have the opportunity to plan instruction collaboratively and engage in productive conversations during grade meetings (Horizontal Teams), as well as meet with teachers across grades (Vertical Teams). Additionally, teachers analyze data and plan targeted instruction for at risk ELLs during teacher inquiry time.

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.).

We attribute our success to the fact that each staff member that works with our ELL population has reviewed all available data on these students (NYSESLAT, benchmark assessments, IEP, NYC Performance Assessment Tasks) as well as TCRWP including independent reading levels and 6+1 rubric. This data is used to help drive and differentiate instruction based on our students. Of the 107 students in grades 3-5 who took the NY State ELA Assessment in 2013, 13% (14 students) scored a level 3, 42% (45 students) scored a level 2, 44% (48 students) scored a level 1.

Of the 136 students in grades 3-5 who took the NY State Math Assessment in 2013, 20% (28 students) scored a level 4, 30% (41 students) scored a level 3, 26% (36 students) scored a level 2, 22% (30 students) scored a level 1. From these 136 ELLs, 51 students were given the test in a translated version: 23% (12 students) scored a level 4, 31% (16 students) scored a level 3, 19% (10 students) scored a level 2, and 25% (13 students) scored a level 1.

Of the 34 fourth grade ELLs who took the NY State Science Assessment in 2013, 58% (20 students) scored level 4, 29% (10 students) scored level 3, 11% (4 students) scored a level 1. From these 34 ELLs, 9 students were given the test in a translated version: 66% (6 students) scored a level 4, 11% (1 student) scored a level 3, 22% (2 students) scored a level 2.

NYSESLAT and ELL Predictive data is used to differentiate instruction in the classroom in order to strengthen the child's weakest modality. Based on the NYSESLAT and ELL Predictive data, our teachers differentiate instruction in the classroom to strengthen the child's weakest modality. After analyzing the 2013 NYSELAT data, we found that most children scored lowest in the reading and writing modalities. Extra support is given to these children by the classroom teacher as well as by their ESL provider, ESL teachers, 50 minutes extended time, title III extended day, extended day academic support program and Saturday Academy.

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](#).)
At the time of registration, our school team ask parents if they prefer to use English or another language. If the parent chooses another language, the school admission team provides the parents with all translated documents based on their choice. Our school admission team also has access to the Translation and Interpretation Unit to assist if we do not have a staff member who speaks the parent language. In order to accommodate parents and students with native language support, we rely on our ESL teachers who speak various languages including Chinese, Spanish and Urdu. An ESL teacher is present to assist the parents in filling out the Home Language Identification Survey (HLIS) form (translated in their native language if needed). In order to accommodate the needs of our new admits, a system was created and to eliminate service interruptions, a schedule was created where each ESL provider was assigned a specific day of the week to oversee the admission process. The ESL teacher also conducts an informal oral interview (native language support is provided if needed). At admittance the HLIS form is reviewed by a licensed pedagogue (ESL teacher/Administrator). If there is a need for English language services, we then require the parents to view the orientation video in their language. Upon reviewing the video, we then inform the parents of the three program models and allow the parents to make a selection according to their preference. We inform the parents of the state mandates of creating Dual Language and TBE programs. At this time we only have a Free Standing ESL program in our school in response to parent choice. We also inform them that if we receive 15 requests in one language over two consecutive grades the need for a Dual Language or TBE class will be revisited. In addition to viewing the video, we provide them with a parent brochure describing the various program models (in their language, if needed). We answer any questions the parents may have about the various programs, and inform the parents that whatever placement they choose will be for the remainder of the school year. The parents are informed that there are currently other schools in the district that offer the other two program models and we will attempt to have their child placed within the program of their choosing. If the parent expresses the desire to keep the child in our school, "rejected transfer" is written on the parent survey. We ask the parents to write a letter informing us of their decision to have their child remain in an ESL program at our school. Parents are required to make a selection at the time of registration after having viewed the video and having an orientation. If for some reason a parent chooses to take the survey home (to discuss it with their family) and the survey is not returned to the school, we call the parents in for a meeting and notify them of the child's default placement into a TBE program. After reviewing the HLIS form and identifying that the student has a home language other than English, the student is assessed with the Language Assessment Battery- Revised (LAB-R). Students whose home language is Spanish and did not pass the LAB-R will be assessed with the Spanish LAB.
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.
There are systems in place to ensure parents understanding of the three program choices. First, we show the parent orientation video in the parents' preferred language. Then, we provide parents with the ELL Parent Brochure in their preferred language. After that, we explain the different programs, and finally we answer all the parents' questions (in their native language if a translator is available), so that parents can make an informed decision about their child's placement. In most cases, the initial identification process is completed on the same day of registration. If a Transitional Bilingual program or a Dual Language Program becomes available at our school, our LAP committee members will contact parents who previously chosen a TBE/DL program to inform them about the program availability.
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 [\[see tool kit\]](#).)
Once a child has been tested with the LAB-R, the parent selection form/survey has been completed, and the child has been placed in the appropriate program, we then follow up with a letter verifying the program that the child has been placed in for the school year. Continuation and Discontinuation letters are also sent out to parents within the first 10 school days. We ensure that when available each family receives the letters in their native language. Two copies are made of each letter sent home, one copy is filed in the student's cumulative record card and the second copy is filed in the school. In order to maintain accurate records of each ESL student, a system was put in place two years ago. We created folders for each student and file copies of their HLIS survey, Parent Survey, and entitlement letters. In September 2013 we were able to print parent letters for each child that was assessed on the NYSESLAT in our school in the spring of 2013. These letters detailed how their child performed in each of the 4 modalities and their proficiency score. One copy was sent home to inform parents about their child's performance and another copy was filed in students' folders.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

After reviewing our parent surveys for the past few years, we have found that most of our parents request the Free Standing English as a Second Language program model for their children. The parents understand that, at this time, we do not offer the other two program models (Dual Language, TBE) in our school and that it would be necessary to travel to other schools where those models were offered, pending availability. The parents understand that if 15 students with the same home language over two consecutive grades chose TBE or DL, a meeting will be conducted to discuss the creation of these classes. Tally charts are used to keep track of parent selections; they are then reviewed and analyzed for trends. We understand there is a growing desire citywide for TBE programs, however, based on the analysis of our parents' selection forms and verbal input from our parents, we are not seeing the desire or interest for this program in our school at this time.

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.

Every child that has been identified as an ELL must take the New York State English as a Second Language Achievement Test (NYSESLAT) annually. This exam is given in the spring and determines the language proficiency level of each student and if they will continue to need English language support. Every ELL must take all 4 sections of the NYSESLAT exam; we carefully monitor this by creating spreadsheets to assure that all sections have been completed. Every teacher who administers the NYSESLAT must sign for the testing materials and when they return them.

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. 

Based on the last two years the trend in program choice that parents have requested is Free Standing ESL. In the 2013-2014 school year, 1 parent requested Korean Dual Language program in kindergarten, 3 parents requested Chinese Dual Language program in kindergarten, 1 parent requested Gujarati Dual Language program in kindergarten, 6 parents requested Chinese Transitional Bilingual program in kindergarten, 1 parent requested Urdu Transitional Bilingual program in 1st grade, 1 parent requested Chinese Dual Language program in 2nd grade, and 1 parent requested Gujarati Transitional Bilingual program in 5th grade.

In 2012-2013 school year, 7 parents requested Chinese Transitional Bilingual program in kindergarten, 1 parent requested Chinese Transitional Bilingual program in 5th grade, 1 parent requested Chinese Dual Language program in 4th grade, 1 parent requested Urdu Dual Language program in Kindergarten. All parents were offered placement at other schools but they decided to stay at our school and they provided that in writing.

In the 2011-2012 school year, 1 parent requested Chinese Transitional Bilingual program in 3rd grade, 1 parent requested Bengali Transitional Bilingual program in kindergarten, 1 parent requested Bengali Transitional Bilingual program in 4th grade, and 1 parent requested Chinese Dual Language program in 4th grade.

After analyzing the parent survey data, the overwhelming trend is for the Free Standing ESL program which is the ESL program model offered at our school that is aligned with parent request.

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])?

We have ten teachers with ESL certification that work full time to service 359 English Language Learners (ELLs) from grades K-5 in 34 classes. We currently have two classes in kindergarten, two classes in second grade, and one class in fourth grade receiving instruction by a teacher that is dually certified in common branch as well as ESL. Each grade has classes in which the ELLs are heterogeneously grouped with native English speakers. We are currently implementing the push-in model in all grades.

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)?

There are three levels of ELL proficiency: Beginner, Intermediate, and Advanced. Beginner and Intermediate levels require 360 minutes of instruction per week in order to receive intensive support in English. The Advanced level of proficiency requires 180 minutes of ESL instruction as well as 180 minutes of ELA instruction by the classroom teacher per week in order to support transitional learners. We presently have (109) beginning level students, (85) Intermediate level students, and (140) Advanced level students. Our Beginners and Intermediates ELLs receive eight periods a week of ESL instruction by certified ESL teachers and our Advanced ELLs receive four periods a week of ESL instruction by certified ESL teachers. Our fifth grade teachers grouped students based on their reading levels and provide targeted reading instruction through streaming five periods a week. Our ESL teacher that supports our fifth grade students pushes-in during streaming to support our ELLs.

Our school has 19 ELLs with IEP's receiving special education services (ICT/SE, SETSS, Speech, and Counseling). These students receive ESL services through a push-in model, and additional support services from Special Education teachers, the guidance counselor and various AIS support services. Of the 19 ICT/SE/ELL students, 14 have been receiving ESL services for 3 years or less and 5 have been receiving services between 4 and 6 years. All of our ELL students with IEP's receive differentiated instruction in order to meet their IEP goals. A Collaboration is formed between the classroom teachers and the ESL teachers to implement these goals and evaluate the success of the child. These children also receive support services during AIS, 50 minute Extended Day, Title III as well as Extended Day ELA, Math and Science Academic Support as needed as well as Saturday Academy.

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.

During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math, Science, and Social Studies using the ESL/ELA standards. All ELLs receive the full amount of NYS mandated ESL/ELA minutes of service. With the growing percentage of ELLs in our building, we have found it necessary to further support our teachers with professional development through faculty conferences, and grade conferences, as well as meeting with the ESL teachers during common preps for articulation and planning. Our teachers have made significant instructional shifts in their teaching to incorporate Common Core Learning Standards across multiple disciplines, including building academic language, dissecting complex texts, balancing between informational and literacy texts and engaging in rigorous academic conversations amongst students.

Additionally, teachers have been focusing on text based evidence and writing from sources. Teachers also are helping students to self reflect on their own learning and development through the use of rubrics. Our ESL teachers collaborate with classroom teachers on identifying rigorous and complex text in science and social studies. In order to build capacity not only our ESL teachers but also classroom teachers receive differentiated professional development by Maryann Cucchiara on identifying complex text, landing on a juicy sentence, explaining essential vocabulary, and deconstructing the juicy sentence that answers the essential question. In math our ESL teachers collaborate with classroom teachers utilizing the GO MATH program and also Math in The City strategies to help our ELLs engage in meaningful conversations as mathematitians as well as developing mathematical content knowledge. Each classroom in our school has a Smart Board to allow multiple entry points to our ELLs and students with special needs. After analyzing the New York City Performance Assessments that was administered to our students in the beginning of the school year using the assessment rubrics, our teachers and support staff adjusted their instruction to meet the needs of students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In order to ensure appropriate evaluation to new admits who did not pass the LAB-R in English whose home language is Spanish, we administer the LAB-R in Spanish to those students to determine their language proficiency level.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in listening and speaking throughout the year, classroom teachers and ESL teachers engage with students in conversations to monitor their progress throughout the school year. To ensure that ELLs are appropriately evaluated in reading and writing throughout the school year, classroom teachers and ESL teachers administer the New York City Performance assessment, running records, Performance tasks and use rubrics to evaluate student responses so they can provide targeted instruction to meet the needs of all students. Our professionals utilize the data obtained from various assessments to group and differentiate instruction thus providing multiple points of entry to our ELLs to increase their engagement.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently do not have any SIFE students. We currently have 338 students who have been in US schools less than three years. In order to better support our newcomers, the school purchased the Foundations program and trained all teachers in grades K-2, as well as ESL teachers who support those grades. We plan on further supporting our newcomers in the upper grades with Foundations. Also, our school provides students with picture dictionaries, glossaries, and picture support during lessons. Additionally, ELL students receive test accommodations throughout the school year as well as during state exams, i.e. time and a half during testing, translated exams during Math and Science State Assessments. Furthermore, our school ensures that students who require translations during those state assessments receive translations even if that requires hiring outside translators. Our teachers use the Total Physical Response strategies with our newcomers as well as Language Experience Approach. To better support our ELLs, our teachers use technology to build on our ELLs' prior knowledge and to use multiple entry points. Our teachers practice using a multidisciplinary approach to meet the needs of our students' various learning styles including visual, auditory and tactile learners. Lastly, thinking maps, sentence frames and Vocabulary Field trips are all utilized to build on our ELLs academic language across multiple disciplines.

We currently have 20 students who have been receiving service for 4-6 years. Our ELL students that have been receiving services for 4 to 6 years are supported by their classroom teachers, ESL service providers as well as AIS teachers, 50 minute extended day support and Title III supplemental instruction. A plan is created by the ESL service provider for each student to strengthen the area of greatest need (Speaking, Listening, Reading, Writing). Our teachers use the Total Physical Response and the Language Experience approach to support our newcomers. Our teachers administer various formative assessments including running records to monitor student reading progress periodically in September, November, January, March and June. Also our teachers continue using the 6+1 student friendly rubric and provide effective feedback to students. To better support our ELLs, our teachers use technology to build our ELLs prior knowledge and use multiple entry points. Our teachers practice using a multidisciplinary approach to meet the needs of our students with various learning styles including visual, auditory and tactile learners. Lastly, thinking maps, sentence frames and Vocabulary field trips are all utilized to build on our ELLs academic language across multiple disciplines. Our teachers also allow multiple entry points in their daily practice to increase student engagement. Two years ago there was a gap between boys and girls' performance on state assessments, so we started to pay close attention to high interest text for boys and the gap was decreased based on last year's state assessments.

We currently have 1 long term ELLs who have been receiving ESL service more than six years. Some strategies to support this ELL student include close reading, exposure to complex text, thinking maps to organize ideas as well as peer academic conversations. Our teachers ensure that the ELL student's writing includes text-based evidence in alignment with the ELA shifts. Moreover, through assessments like the Performance task, teachers are able to discover areas of need. Based on the data, the student needs further support to write from multiple sources and will develop a self-monitoring system to improve his own writing using checklists and rubrics.

We also take into consideration our ELLs who have scored proficient on the NYSESLAT in the past two years. These students will be given testing accommodations, such as extended time, and a separate location. Former ELLs that are transitioning are taken into consideration individually and are given support through 20 minute AIS, 50 minute extended day instruction, as well as being invited to our Extended Day Academic Support after school program.

In our Title III after school program we support our ELLs in grades 1-5. In order to provide extra support to our English Language Learners, we created special classes for our newcomers, struggling ELL students and first-time test takers, as well as our 4-6 year ELL population. Our program runs from October 2013 to April 2014. In the fall we focus on ELA and social studies skills, in the winter we focus

on ELA and math skills, and in the spring we focus on ELA and science skills. We have 5 classes taught by certified ESL teachers. ESL students in grades 1-5 are invited to this program. The program provides services to 2nd through 5th Grade students on Tuesdays and Wednesdays from 3:10-4:40pm. During the Tuesday and Wednesday sessions, one class is designated as a newcomer class where the teacher focuses on language development as well as using the Foundations program to support the ELLs letter-sound recognition, phonemic awareness and concepts of print. This group includes grades 2 - 5 ELL students, where some scored 0 on the LAB-R, while others were identified as Beginners on the NYSESLAT, and therefore the teacher differentiates instruction based on student needs. Also, First grade ELL students receive services on Saturdays from 8 -11 am. In an effort to maximize small group instruction for our ELL students, we accept a maximum of 90 students for the length of the program in order to maintain a low teacher- student ratio.

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?

Students have access to content specific texts on a variety of lexile levels, which enable learners at every reading level access to the content being studied in classroom libraries. Cooperative learning is utilized to further enable ELL-SWDs access to the content. They take part in discussions, gaining deeper insight into the topic than what they might otherwise be able to comprehend from their reading. Group discussions, also model Tier II and content specific vocabulary and language usage and enables the ELL-SWDs to practice using language. Students also have access to leveled libraries, which cover all fiction and non-fiction genres, from which they can choose books, which interest them on their appropriate level.

Instruction is differentiated for all students including ELL-SWDs. Teachers use strategies such as flexible grouping, alternative reading and learning materials (such as use of internet and video clips) to introduce and teach content. Students have access to hands-on manipulatives, class-made and student-made “tool-kits” which also supports their learning. In addition, teachers provide pictorial representations or charts for vocabulary words, and classroom objects are labeled to better support our ELLs-SWDs in all areas of instruction.

Teachers have and do receive in-house and outside professional development on strategies to teach the ELL-SWDs. Strategies such as deconstructing “Juicy Sentences” and digging into complex texts have been modeled for teachers to assist them in supporting their ELL-SWDs with making sense of text and developing their vocabulary. We are currently studying the Universal Design for Learning working to provide multiple entry points for all students in each content area we address throughout the day.

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?

All service providers of ELL-SWDs confer about scheduling so as to minimize conflict between mandated services. Many students receive ELL services through a push-in model so they can work hand-in-hand with the classroom teacher covering grade specific topics and minimize classroom disruptions. At this time, grade 5 has created targeted literacy groups, which provide additional support for ELL-SWDs. Continuing this targeted instruction is being explored in other grades as well.

For students receiving ELL services classroom teachers analyze student NYSESLAT data identifying trends and stalls. Action plans are then developed to address areas of need. Of the 5 ELL-SWDs receiving 4-6 years of service, a plan is created by the ESL service provider to strengthen the area of greatest need (speaking, listening, reading and writing) while taking into consideration the child’s IEP and their individual goals.

Teachers are exploring and utilizing the Universal Design for Learning in order to modify and scaffold content curriculum to meet the needs and goals of their ELL-SWDs. Teachers provide multiple entry points in content areas allowing for different means of attaining information. They provide varied projects and means of synthesizing information based on children’s different learning styles.

Courses Taught in Languages Other than English

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

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

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

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

Science:				

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

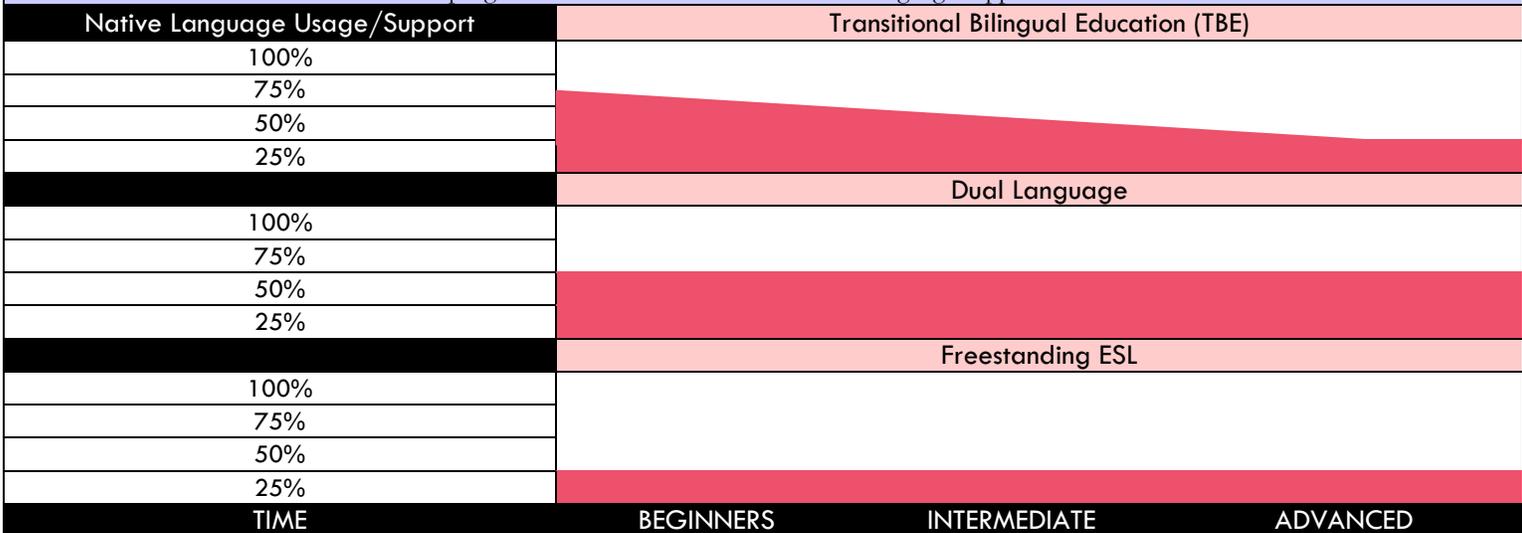
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

In order to ensure that our ELLs have access to content through language development, our teachers deliver their instruction across all content areas utilizing Maryann Cucchiara's professional development. During our school day and in our Title III extended day program, we focus on rigorous instruction in the content areas such as Math, Science, and Social Studies using the Common Core Learning Standards (CCLS). All ELLs receive the full amount of NYS mandated ESL/ELA minutes of service. Our school uses the push-in model to meet the needs of our ELLs. An ESL teacher pushes-in during ELA, Math, Science, and Social Studies to service our ELLs. Both classroom and ESL teachers differentiate their instruction to our ELLs by using various strategies such as; alternative reading materials to support content area instruction, guided reading groups, using leveled libraries for independent reading, class field trips, hands on manipulatives, and pictorial representations throughout the classroom. Additionally, our teachers utilize multiple points of entry using SmartBoards, Ipads, Ipods, laptops and classroom computers to support our tactile and visual ELL learners. The children are encouraged to use bilingual glossaries and dictionaries to support their English language development. In order to continue supporting our ELLs, our school will start the CookShop program in different grades to teach our students about eating healthy. About 300 students in grades k-5 will participate in the CookShop program including not only ELLs but also former ELLs and general education students. Through the Cookshop program, some of our current and former ELL students will be exposed to another form of instruction that connects reading, math and science to real life. The CookShop program curriculum focuses on developing Academic Vocabulary, asking questions and engaging students in meaningful conversations.

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

After analyzing the 2013 NYSESLAT scores, we found that 46% of students in kindergarten moved from Beginners to Advanced, in first grade 14% of students moved from Intermediate to Proficient, in third grade 28% of students moved from Advanced to Proficient, in fourth grade 34% of students moved from Advanced to Proficient, and finally in fifth grade 32% of students moved from Advanced to Proficient. Students in kindergarten, first and second grades acquire language proficiency faster than students in third, fourth and fifth grade. Based on last year's data we administered the NYSESLAT to a total of 381 students. In total, 107 students in grades K-5 scored Proficient which is equivalent to 28% proficiency rate. After analyzing the data, the kindergarten proficiency rate was 7.36%, first grade proficiency rate was 32.3%, second grade proficiency rate was 41.3%, third grade proficiency rate was 32.3%, fourth grade proficiency rate was 37.1%, and fifth grade proficiency rate was 36.1%..

Of the 107 students in grades 3-5 who took the NY State ELA Assessment in 2013, 13% (14 students) scored a level 3, 42% (45 students) scored a level 2, 44% (48 students) scored a level 1.

Of the 136 students in grades 3-5 who took the NY State Math Assessment in 2013, 20% (28 students) scored a level 4, 30% (41 students) scored a level 3, 26% (36 students) scored a level 2, 22% (30 students) scored a level 1. From these 136 ELLs, 51 students were given the test in a translated version: 23% (12 students) scored a level 4, 31% (16 students) scored a level 3, 19% (10 students) scored a level 2, and 25% (13 students) scored a level 1.

Of the 34 fourth grade ELLs who took the NY State Science Assessment in 2013, 58% (20 students) scored level 4, 29% (10 students) scored level 3, 11% (4 students) scored a level 1. From these 34 ELLs, 9 students were given the test in a translated version: 66% (6 students) scored a level 4, 11% (1 student) scored a level 3, 22% (2 students) scored a level 2.

Based on the NYSESLAT and ELL Predictive data, our teachers differentiate instruction in the classroom to strengthen the child's weakest modality. After analyzing the 2013 NYSELAT data, we found that most children scored lowest in the reading and writing modalities. Extra support is given to these children by the classroom teacher as well as by their ESL provider, ESL teachers, 50 minutes extended time, title III extended day, extended day academic support program and Saturday Academy.

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

A majority of our school population is composed of ELLs and former ELLs, therefore we afford equal access for all of our students in our many school programs. This year we have purchased the Foundations program to be used with all students in grades K-2, as well as newcomers in grades 3-5. We are also starting a first grade Title III Saturday Academy to support students who are at levels 1 and 2. We also are utilizing Go Math, which is aligned with the Common Core State standards, as well as Math in the City to support students' thinking as mathematicians and help them use mathematical terms to explain their reasoning. Our administrators and teachers have also received summer training at City College for professional development regarding Math In the City. Additionally, our teachers have attended Go Math training where they turn-keyed critical information to the rest of the staff. Liz Fischer, our Network Support, provided additional professional development to further our understanding of Go Math. Our students participate in the Arts (CREATE) as well as in our Music classes. Those that need extra support academically receive it through AIS,

50 minute extended day, Title III after school, Saturday Academy, Title III Saturday Academy and Extended Day Academic Support.

Over the past three years most of our classrooms have received Smart Boards which have greatly enhanced the education of our ELLs as well as document cameras and projectors allowing multiple entry points to our students. In addition, all teachers received iPad minis to integrate more technology into their classrooms. Teachers are able to use the Smart Boards and iPads to give the ELLs more support visually through the use of photographs, literature, internet sources and assessments.

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

Currently we are discontinuing the use of Imagine learning due to the fact that students do not have access to the program outside of school. Moreover, the program was not rigorous enough to challenge our ELL students.

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

In our Title III after school program we support our ELLs in grades 1-5. In order to provide extra support to our English Language Learners, we created special classes for our newcomers, struggling ELL students and first-time test takers, as well as our 4-6 year ELL population. Our program runs from October 2013 to April 2014. In the fall we focus on ELA and social studies skills, in the winter we focus on ELA and math skills, and in the spring we focus on ELA and science skills. We have 5 classes instructed by certified ESL teachers. ESL students in grades 1-5 are invited to this program. The program provides services to 2nd through 5th Grade students on Tuesdays and Wednesdays from 3:10-4:40pm. During the Tuesday and Wednesday sessions, one class is designated as a newcomer class where the teacher focuses on language development as well as using the Foundations program to support the ELLs letter-sound recognition, phonemic awareness and concepts of print. This group includes grades 2 - 5 ELL students, where some scored 0 on the LAB-R, while others were identified as beginners on the NYSESLAT, and therefore the teacher differentiates instruction based on student needs. Also, First grade ELL students receive services on Saturdays from 8 -11 am. In an effort to maximize small group instruction for our ELL students, we accept a maximum of 90 students for the length of the program in order to maintain a low teacher- student ratio. Our ELLs in grades 3-5 are also invited to the Extended Day program on Tuesday and Wednesday of each week based on most recent data.

Additionally, our school offers a free of charge after-school program, called CCNY, which is located in the school building that supports our teaching throughout the day. This after-school program is offered Monday through Friday 2:20 to 5:30 pm for grades Kindergarten to 5th grade.

Lastly, Cookshop is a new instructional program that teachers are currently being trained in to allow differentiated learning styles through the culinary arts. The CookShop program not only informs students about healthy eating habits but also teaches parents how to cook healthy meals. All parent workshops will disseminate the ingredients used in these recipes so they will be able to make these meals easily at home.

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

Students have access to content specific texts on a variety of book programs with various lexile levels, which enable learners at every reading level access to the content being studied. Teachers use strategies such as flexible groupings, alternative reading and learning materials (such as use of internet and video clips), to introduce and teach content.

Additionally, our teachers utilize multiple points of entry using SmartBoards, Ipads, Ipods, laptops and classroom computers to support our tactile and visual ELL learners. Our ESL teachers are also pushing in during content area instruction and are working with their students using differentiated materials and supplementing the curriculum. All of our classrooms have smart boards and computers to allow multiple entry points to our students.

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

We only offer free standing ESL program at our school, and native language support is provided to students as needed based on recent Home Language Identification Survey. Native Language support is provided throughout the school community to our ELLs by providing parents with flyers, workshops, monthly grade newsletters, and monthly calendars all of which is posted and updated on our school website. Our school distribute written translation from DOE letters whenever available including translated report cards. Staff members and parent volunteers assist in providing written translation of important letters in our much needed areas of Mandarin and Spanish. We believe that these actions will facilitate further parent involvement with their children's school and studies.

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

In order to meet the needs of our new comers, our school purchased the Foundations program to support our English Language Learners develop early literacy skills. All k-2 teachers received training as well as all our ESL teachers. A group of 2nd -5th grade students is currently receiving extra support through Foundations by a trained ESL teacher on Tuesday and Wednesday through the Title III program. Our Beginner and Intermediate English Language Learners receive 360 minutes of ESL/ELA support and our Advanced English Language Learners receive 180 minutes of ESL/ELA support. Our third, fourth, and fifth grade students use glossaries and dictionaries. Our kindergarten, first and second grade students use picture dictionaries to support their

comprehension. All of our ELLs practice using sentence frames and different thinking maps to deepen their understanding. Our second and fourth grade teachers received targeted training on complex text and unpacking juicy sentences by Marryan C.

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.

Some activities to assist newly enrolled ELL students before the beginning of the school year include identifying the parent preferred language of communication to find out the student interests to better support him/her. Upon enrollment, one of our staff members accompany the parent and the child on a tour showing them different parts of our school building as well as key support staff. Parents are invited to school open house to meet our staff and administrative team. Parents are invited to attend school open house in the beginning of the school year to learn more about Andrew Jackson Elementary School. During all meetings translators are available to support our parents.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

With the growing percentage of ELLs in our building we have found it necessary to further support our teachers with professional development through faculty conferences, and grade conferences, vertical team meeting, inquiry team meeting, as well as supporting the teachers within their classrooms to strengthen vocabulary building and literacy of their ELLs. All of our ESL teachers meet with classroom teachers during common preps for articulation and planning. Our ESL and classroom teachers receive professional development from our TC staff developer regularly. During these meetings, techniques and strategies are presented and modeled for teachers to assist them in supporting their ELLs during content area instruction within the classroom. The teachers are better able to differentiate instruction in the classroom by using various strategies such as; alternative reading materials to support content area instruction, working with their ELL students in small groups during literacy blocks, using leveled libraries for independent reading, Smart Board, hands-on manipulatives, pictorial representations throughout the classroom, and realia to support all areas of instruction. The ELL Network Support Specialists (NSS) give ongoing Professional Development to all general education classroom teachers as well as all Special Education classroom and support staff as per the Jose P. mandates of 7.5 hours of professional development for general education teachers and 10 hours for special education teachers. Our ELL NSS is continuing to conduct staff development workshops to support our staff with improving the literacy skills of our ELLs. The administrative team is working closely with all ESL teachers across all grades to ensure that the classrooms' physical environment engages all students and is utilized so that the children are engaged in productive struggle. Our classroom teachers also receive ongoing support for their ELLs in reading and writing from our Teacher's College onsite staff developers and from TC calendar days. This year the ELL NSS is working with 2nd and 4th grade teachers on engaging students in productive conversations, rigorous tasks and building academic vocabulary in the content areas (juicy words) as well as exploring juicy sentences (deconstructing and reconstructing) for meaning. As a school we also looking at text complexity and the close reading of text for information. All of our teachers receive professional development on the Framework for Teaching. Each of our teachers set two professional goals in the beginning of the school year. After analyzing all teachers' goals, the administrative team was able to identify three components from the Danielson model that the majority of teachers identified as areas of growth. 31 teachers chose (3b) Using questioning and discussion techniques, 17 teachers chose (3c) Engaging students in learning, and 16 teachers chose (3d) Using assessment in instruction. Our Administrative team meet with staff regularly to provide them with effective feedback after formal and informal observation to better support all of our students including ELLs and former ELLs as well as student with disabilities.

During Election Day, our school leaders engaged all staff in an activity to define rigor with the support of our literacy coach. Teachers read an article about rigor, then they worked with their grade to define rigor. To P.S. 24 staff, rigor is a deep understanding of content, characterized by: independent thinking, inquiry, exploratory learning, and engagement, so that children work at the outer edge of their current abilities to construct new meaning. Additionally it is organizing concepts and eliminating ambiguity through mind stretching activities (tasks) with multiple entry points, involving higher order student-lead questioning requiring persistence and stamina. Our TC staff developer meets with our teachers grades k-5 on multiple dates for workshops and to model lessons. For example, the TC staff developer met with teachers on October 7th, October 18th, October 23rd, October 30th, November 6th, December 2nd and will meet with teachers on other dates that will be determined based on teachers' needs. Some of the future TC staff developer visits will be on December 4th, December 9th, December 11th, December 16th, and December 18th. Our ESL teachers have been included in Smart Board training, as well as in TC workshops. Our classroom teachers and ESL teachers are also involved in a four part series of workshops with MaryAnn Cucchiara (ELL consultant) focusing on close reading to complex text in social studies.

In order to support our ELLs as they transition from elementary to middle school we started the PBIS program this year to encourage positive behavior among our students so when the transition takes place they would be ready.

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?

We offer ESL parent workshops to encourage literacy in the home and promote success of language acquisition and proficiency. Parent and child workshops are offered through Title III funds to support our ELL families. Parent orientation meetings are ongoing to inform new parents about their rights and the rights of their children as ELLs and to help parents make a choice for program placement. We encourage all parents to attend our monthly PTA meetings which are focused on engaging and rigorous learning experiences that include parent and child participation. We hope that each family attending goes home with a positive experience that they can use with their family in the future. During our October 2013 PTA meeting some staff members shared different ways parents can implement the Positive Behavior Interventions and Support at home to support student positive behavior at school and at home. Translation services are provided at our PTA meetings and events to encourage increased parent involvement. Our school website is updated to include translated monthly newsletters, school updates and activities. Every effort is made to ensure that all communication is sent home translated in the home language. Translated report cards are also sent home to parents in the following languages: Chinese, Spanish, Korean, Urdu and Bengali. Our parent coordinator conducts workshops regularly along with support staff to inform parents about what their children are learning in school. Workshops are conducted to prepare parents for state testing and how they can assist their child at home. The needs of our parents are evaluated through requests parents make to our Parent Coordinator and by reviewing and analyzing the school survey. This helps us to identify which areas the parents feel the school needs to improve upon. Each grade in our school design monthly Newsletter including what students are going to learn in reading, writing, math, science, social studies as well as important events. In order to meet the needs of our parents who do not speak English, the monthly newsletters are translated in different languages to increase parent engagement.

Our parents are encouraged to accompany their child on the Title III Saturday trips these trips include visits to the NY Hall of Science, Alley Pond, Flushing Town Hall. Parents are invited to their children's classroom the First Friday of each month to learn about what students practice during the day. Some of the content that our school decided to present during the First Friday includes the following; technology, writing, math, art, reading complex text, and curriculum fair.

At this time we have partnership with the Food Bank of New York through the CookShop program that provides parent workshops at PS 24. Also, parents are referred to outside agencies when a need is indicated. We have helped our parents connect with Queens Child Guidance for emotional assistance and counseling, as well as Flushing Hospital and NY Hospital Queens for their family's medical needs. Our school's guidance counselor communicates regularly with families. Our school invites parents to stay with students in class the First Friday of each month. Our teachers open their classrooms to parents to stay with their children and observe different content areas such as reading complex text, writing, math, curriculum fair, usage of technology, and art.

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.

N/A

Part VI: LAP Assurances

School Name: Andrew Jackson School

School DBN: 25Q024

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Cassidy	Principal		11/5/13
Saher Said	Assistant Principal		11/5/13
Mon Lan Jee	Parent Coordinator		11/5/13
Adina Grasso	ESL Teacher		11/5/13
Norman Ng	Parent		11/5/13
K. Berry	Teacher/Subject Area		11/5/13
S. Karroll	Teacher/Subject Area		11/5/13
S. Moore	Coach		11/5/13
	Coach		
Ellen Hochberg	Guidance Counselor		11/5/13
Danielle Giunta	Network Leader		11/5/13
Giuvella Leisengang	Other <u>ELL NSS</u>		11/5/13
	Other _____		
	Other _____		
	Other _____		



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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo 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: Andrew Jackson Elementary	DBN: 25Q024
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: ESL Trips
Total # of ELLs to be served: <u>97</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The goal of our Title III program is to provide supplemental academic support for our struggling English Language Learners in grades k-5 based on the 2014 New York State Identification Test for English Language Learners (NYSITELL), and the 2014 New York State English as a Second Language Achievement Test (NYSESLAT) as well as at risk students based on the AMAO tool analysis. Our Title III program provides support to early grades (k-2) as well as upper grades (3-5). Our kindergarten, first and second grade English Language Learners will receive after school targeted instruction from 2:20 - 3:20 on Wednesdays and Thursdays, for one hour session, totaling 2 hours per week. Our third, fourth and fifth grade English Language Learners will receive targeted instruction from 2:20 - 4:20 on Wednesdays and Thursdays, for two hour sessions, totaling 4 hours per week.

Our Title III program began on Wednesday, October 22nd, 2014 and will end on Wednesday, April 1st, 2015. The goal of this program is to increase our targeted ELLs' English language proficiency as well as their academic language fluency in the four language modalities across multiple content areas including (social studies, math, science and ELA). This program will be conducted in English for our grade k-5 ELLs. Each class will contain up to 15 students. In the fall, we will focus on ELA and social studies skills, in the winter, we will focus on ELA and math skills, and in the spring, we will focus on ELA and science skills. Our 3rd, 4th, and 5th grade English Language Learners will be placed in 3 classes instructed by certified ESL teachers with a maximum of 50 students in total. Our Kindergarten, first, and second grade English Language Learners will be placed in 3 classes instructed by one ESL teacher and two content area teachers. Each of the K-2 classes will receive a total of 120 minutes a week of instruction of which 40 minutes a week will be delivered by the ESL teacher. We will accept a maximum of 97 students from grades kindergarten to fifth grade for the length of the program in order to maintain a low teacher-student ratio in an effort to maximize small group instruction for ELL students.

The total number of ELLs participating in the Title III program is 97 students from Kindergarten to fifth grade which includes 47 students from k-2 (34 Kindergarten, 5 first grade, and 8 second grade), also 50 students from grades 3-5 (16 third grade, 28 4th grade, and 6 fifth grade). Based on the 2014 NYSITELL and the NYSESLAT data all 47 students from K-2 are Beginners. Based on the 2014 NYSESLAT and the NYSITELL data the 50 students in grades 3-5 include 16 Beginners, 15 Intermediate, and 19 Advanced. Based on the AMAO tool, we were able to identify and provide extra support to 11 students through the Title III program.

We are working on continuing to support our ELLs in different academic areas by enhancing and enriching each child's academic language. Based on our analysis of NYSESLAT scores, we realize that continued work is necessary with our ELL students (regardless of level) with listening, speaking, reading

Part B: Direct Instruction Supplemental Program Information

and writing, specifically our ELL's receiving services between 4-6 years. We propose to provide support addressing content area skills in social studies, math and science with ELA support infused throughout the program.

The program will be assessed by student performance on standardized tests, NYSESLAT, Interim ESL Assessments, class tests, portfolios, Foundations' unit assessments, TC Running Records, and teacher observations. We will have three points in which the instructional program will be monitored by the principal and assistant principals, in consultation with the ESL teachers to revise and fine-tune the content and academic methods of instruction and adjustments will be made as needed.

In addition to our Title III after school program there will be three trips (pending funding) scheduled to support social studies and science. We plan on visiting Flushing Town Hall during the fall to supplement the social studies curriculum, and the Alley Pond Environmental Center as well as the Hall of Science in the spring, to supplement our science curriculum (venues may change depending on availability and weather conditions).

Materials: Instructional materials will be purchased to support social studies, math and science in the content areas. Some of the vendors we will be using are: National Geographic Theme sets, Leveled Non Fiction Libraries that promote literacy in beginner and intermediate ELLs. The Title III after-school program will provide "above and beyond" scaffolding support for ELL students to improve their overall achievement. We will also purchase Spotlight on Paired Passages, Strategies to Achieve Reading Success, and Ready New York CCLS (ELA).

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:

To support the teachers in the Title III after-school program (total of 6 teachers), we intend to conduct the following: during the program we will provide a professional development session to share best instructional practices using ESL strategies and techniques. Teachers will develop thematic lesson plans in social studies, math, science and ELA for supplementary instruction. The teachers were provided with a total of 1 hour of curriculum development on Thursday, October 16th in the fall that was facilitated by Mr. Saher Said the Assistant Principal in charge of ESL/Bilingual Programs. In addition to this professional development, our ESL teachers receive support during the school day by the ELL Network Support Specialist (NSS) Ms. Giuvela Leisengang to improve literacy skills in reading and writing for our ELL's. Our literacy coach and math coach provide support to each teacher bi-weekly. We are also working with Maryann Cucchiara on building academic language within the content areas, exploring juicy sentences (deconstructing, reconstructing sentences for meaning), looking at text complexity and

Part C: Professional Development

the close reading of text for information. Ms. Cucchiara met with our teachers during the month of October 2014 and will be back on December 10th for another professional development. In addition to that our teachers participated in professional learning with Teacher's College by a staff developer on the following days:

- Monday October 20th, Thursday October 23rd, Monday October 27th, Thursday October 30th.
- Teachers will participate in more professional learning activities provided by the TC staff developer on the following days: 10/6/2014, 1/27/2015, 1/29/2015, 2/3/2015, 2/5/2015, 2/10/2015, and 6/18/2015.
- Our teachers meet to plan daily during common preps and during vertical and horizontal team meetings.
- Our teachers also receive professional learning in math provided by the Math in The City facilitator monthly.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

During the Title III after-school sessions, we will conduct 7 workshops (pending funding) for parents of ELL's led by one licensed ESL teachers, one Chinese speaking teacher, and one specialty teacher (computer, art, science, literacy staff developer), a Native Language Support Para (Chinese) and our Parent Coordinator (no cost to program). Each 2 hour workshop will focus on building the bridge between home and school, and provide parents with home activities for families to engage in to support their child's learning.

Our school planned 7 workshops for parents throughout the school year that will start from 6:30 pm and will end at 8:30 pm.

- On Thursday, October 23rd the workshop will focus on creating a healthy environment at home and school.
- On Wednesday, January 21st the workshop will focus on literacy and New York State tests.
- On Wednesday, February 11th the workshop will focus on math and New York State tests.

Part D: Parental Engagement Activities

- On Thursday, March 26th the workshop will focus on science.
- On Thursday, April 16th the workshop will focus on family reading night.
- On Thursday, May 21st the workshop will highlight the importance of eating healthy through exploring the CookShop program.
- Finally, on Thursday, June 11th the workshop will focus on the importance of summer reading.

In addition, the workshops will support parents to learn and grow in the English language and become more familiar with the American school system. In order to allow multiple means of representation, translation for the parents with limited English will be provided by the Native Language Support Paraprofessionals, as well as, parent volunteers so that each parent will have the same opportunity for understanding and participation in the workshops.

Our school invites parents the first Friday of every month in classrooms to work in collaborative activities with their children to deepen their understanding of how to better support their children at home. The following first Fridays highlight some content that parents will observe in classrooms:

- Friday, October 3rd focused on science and social studies.
- Friday, November 7th will focus on technology.
- Friday, December 5th will focus on teacher's choice.
- Friday, January 9th will focus on writing.
- Friday, February 6th will focus on reading.
- Friday, March 6th will focus on math.
- Friday, June 5th will focus on curriculum fair.

In addition to our Title III after school program and our parent involvement workshops, there will be three trips (pending funding) scheduled to support social studies and science. We plan on visiting Flushing Town Hall during the fall to supplement the social studies curriculum, and the Alley Pond Environmental Center, as well as, the Hall of Science in the spring, to supplement our science curriculum (venues may change depending on availability and weather conditions).

All of our parent involvement activities are parent child based activities where they are given the opportunity to learn and explore side by side.

Parents receive letters and fliers translated into their home language based on their response on the Home Language Identification Survey (when possible).

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	_____	_____