



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

09X035

School Name:

FRANZ SIEGEL

Principal:

GRACIELA NAVARRO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PRIMARY School Number (DBN): 09X035
School Type: ELEMENTARY Grades Served: K-5
School Address: 261 EAST 163RD STREET BRONX, NEW YORK 10451
Phone Number: 718-681-7214 Fax: 718-681-7264
School Contact Person: JEWELLYN HOLDER Email Address: JHOLDER2@SCHOOLS.NYC.GOV
Principal: GRACIELA NAVARRO
UFT Chapter Leader: ALICIA GRACE
Parents' Association President: ROSA TORANZO
SLT Chairperson: ALICIA GRACE
Student Representative(s): N/A

District Information

District: 09 Superintendent: LETICIA RODRIGUEZ-ROSARIO
Superintendent's Office Address: 450 Saint Paul's Place, Bronx, NY 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 917 825-0478 Fax: 718 410-8933

Cluster and Network Information

Cluster Number: 6 Cluster Leader: JOSE RUIZ
Network Number: 606 Network Leader: PETRINA PALAZZO

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)
GRACIELA NAVARRO	*Principal or Designee	
ALICIA GRACE	*UFT Chapter Leader or Designee	
ROSA TORANZO	*PA/PTA President or Designated Co-President	
YAMILET BONILLA	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	
DEBRA ELLIOTT	Teacher	
MARIA BELLO	Paraprofessional	
ERNESTO SUAREZ	Parent	
DESIREE MACHICOTE	Parent	
NABY SYLLA	Parent	
SANDY MAGNY	Parent	
n/a	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school's mission is to instill in each child a passion for learning with commitment and perseverance to reach his/her full potential throughout life. Our vision is to develop a community of learners who are prepared for college and a career. We envision a community of confident learners prepared to meet an ever-changing complex society.

P.S. 35X was founded in 1901 as The Franz Siegel School and is located in the Morrisania section of the Bronx, serving 714 children in grades kindergarten through fifth grade who come from the local area, as well as many countries, including Mexico, Central America, Africa and several islands in the Caribbean. The school is a central part of the community to the students and their families.

P.S. 35X has been a school in good standing for more than 20 years. There are significant factors that are attributed to this success. A strong instructional leadership team, a stable staff with many years of experience, a nurturing school environment, operational systems and structures, a strong academia, thriving performing arts program, and a budget that supports these structures have been the sustenance of success for our school. Our school has had the opportunity to participate in the Future City High School program in the past, as one of the only guest elementary schools. P.S. 35X has been featured in the New York Times and recently participated in Portraits of Hope community project. Our relationship with the New York Yankees is a long-standing relationship since 2006 and has benefited not only our students but many of our families in times of need. One of our major challenges is constantly adapting to growing registers and lack of space in a building over 113 years old. Another critical challenge is implementing the Common Core Learning Standards and Shared Pathway with students who present serious cognitive and behavioral difficulties.

P.S. 35X has made significant growth in English Language Arts particularly with English Language Learners and in pedagogical practices, using the Danielson Framework for Teaching. In 2013-2014 our focus was on questioning and discussion and the use of close reading strategies. The school showed significant growth as evidenced by observations and student products. For the 2014-2015 school year our instructional focus will be on writing across the disciplines. Our core belief, all children can learn, will focus teaching our students on how to become authors (autonomous learners) through deeper student engagement with writing. We will continue our work around the idea that through reading and discussion students will gain knowledge and ideas to become well-read writers. Providing students with time to practice reading so that as students read more, they will learn to read with a writer's eye. We will continue to work on writing across all subject areas through strategic and explicit modeling. Working on providing our ELLs and SWDs with opportunities to be part of the writing process will be a priority. Our school will continue collaborative efforts addressing pedagogical approaches to expand teacher content knowledge and strategic methods to advance student learning.

Our school is made of the following demographics:

P.S. 35X Students: 714 – Hispanics: 68%, Blacks: 28% and other 4% **Title I:** 93%

P.S. 35X presently has: 1 principal, 3 assistant principals, 2 secretaries, 36 classroom teachers, 8 clusters, 2 ESL service providers, 1 SETSS provider, 3 speech teachers, 19 paraprofessionals, a parent coordinator, a nurse, 7 school aides, 1 safety officer, lunch room staff, and SBST members. Paraprofessionals support teachers in various classrooms. Of the pedagogical staff, 95.6% are fully licensed and certified and 75% have more than 5 years teaching experience in the school.

English Language Learners: 22%

Students with Disabilities: 19%

Unique Programmatic Features

- Departmentalization Grades 2-5 both General Education and Special Education: This departmentalization structure in our school allows teachers to focus on two content areas and participate in professional development sessions on the content areas they teach. Departmentalized supervision allows supervisors to focus on the content areas they supervise. The administrative team serves as the coaches for teachers. A mathematics consultant assists in professional development at least twice a month. The departmentalized areas are as follows:

 - Grades 2-5 ELA/ Social Studies (ELLs and SWDs are included):

 - Grade 2-5 Mathematics/ Science (ELLs and SWDs are included):

- Saturday Academy 3-5 (ELLs and SWDs are included): Students are grouped according to their academic needs in phonics/phonemic awareness, reading comprehension skills, writing, language development, and problem solving in mathematics.
- Performance Arts Majors 4-5 (ELLs and SWDs are included): Students choose a major based on interest in Dance, Music, Technology, and Robotics. Majors meet once a week for two periods.
- Morning Academic Intervention Program: The program works on improving reading, writing and mathematics in grades 3-5 from 7:15 am – 8:15 am.

Afterschool Clubs

Our after school programs are performing arts and sports driven. They expand learning opportunities that support developmentally appropriate cognitive, social, and physical outcomes. In addition, these programs offer a balanced academic support, arts, and cultural enrichment.

Programs for Families and Community Partnerships

- **Parent Programs:** ESL, GED, Health and Nutrition, Computers, and Zumba
- **SWAG Program:** This after school program provides academic enrichment for students in grades Kindergarten through fifth.
- **Community Partnerships:** Yankees, Montefiore, Mid-Bronx Senior Citizen Council, My Own Book Fund (**Barnes and Noble**)
- **Bronx Borough Presidents Office:** Current recipient of \$100,000 in Technology

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

School Quality Snapshot/ New York State Education Department Assessment Data Grades 3, 4, and 5

The results of the New York State Education Department assessments presented on the School Quality Snapshot reveal that 23% of our students met the State standards on the 2014 State English Language Arts (ELA) exam, up from 21% in 2013. In Mathematics, 34% of our students met the State standards, up from 32% in 2013. Overall, according to the 2013-2014 School Quality Guide, student performance across the testing grades exceeded the NYC target. Adjusted growth percentile data indicate we are making progress and closing the gap in English Language Arts and with English language learners. Students with special needs and the lowest performing students are showing more progress than native speakers. In, Math, English language learners made good progress, but we need to close the gap with students with special needs and the lowest performing students.

The School Quality Snapshot demonstrates that 94% of our former 5th passed all their core courses in middle school, indicating that our school has prepared them well to succeed at the next level.

The School Quality Snapshot demonstrates that 94% was the pass rate for former 5th graders in their 6th grade courses in English, math, social studies and science. The SQS shows excellent improvement in English Language

School Quality Guide /New York State Education Department Assessment Data Grades 3, 4, and 5

The School Quality Guide reveals our school’s strengths and areas of concern in relation to the City’s goal of closing the achievement gap. The progress metric for our Grade 3 shows outstanding results, with our score for Early Grade Progress locating us at the very top of our peer group and in the upper quartile in relation to the City in ELA and in the top 5% of our peer group and upper quartile in relation to the City in Mathematics.

Growth Percentile, our school is in the middle of its peer group, at 50% of the peer range, and our progress in ELA was only slightly lower when compared to growth citywide, at 45% of the City range. Percentile of English, shows that our progress was less strong in relation to the progress of schools in our peer group, as PS35 reached 39% of the peer range and 33% of the City range. However, the school was very successful in ensuring progress in ELA for students in the lowest third, as the English Median Adjusted Growth Percentile for this group reached 57% on the peer range, and 64% on the City range, thus reaching the expected target for 2014.

We have reviewed the 2014-2015 targets needed to meet or exceed 2013-2014 targets in student progress, student achievement and school culture and the strategies will be listed in action plan.

09X035 2014 School Quality Data Grades 3, 4, and 5 ELLs and SWDs

The chart below shows how the percent of students at grade level (levels 3&4) changed between 2013 and 2014. Overall, we attained a 2.5 percentage point increase in the percent of students at proficiency in ELA in 2014, with the highest increase in Grade 4. In math, we attained a 9 point increase in Grade 3, but suffered a 5.8 point drop in Grade 5.

GRADE	ELA 2013	ELA 2014	Change Level 3+ 4	MATH 2013	MATH 2014	Change Level 3+ 4
3	32.0	29.2	-2.8	30.4	39.4	9.0
4	16.5	24.1	7.6	29.1	28.9	-0.2
5	18.4	18.3	-0.1	37.1	31.3	-5.8
ALL	21.2	23.6	2.5	32.2	33.2	1.0

The average unadjusted growth percentile of our English language learners was 75, meaning that these students improved more than 75% of all students citywide who had attained the same proficiency level the year before. Math gains of ELLs, at the 53rd growth percentile, show that our efforts to accelerate the progress of our ELLs were extremely successful.

GRADE	ELL STATUS	NUMBER TESTED	AVG ELA RATING 2013	AVG ELA RATING 2014	AVG ELA GROWTH %ILE	AVG MATH RATING 2013	AVG MATH RATING 2014	AVG GROWTH %ILE
3	0 1	76 18		2.0			2.4	
4	0 1	73 11	2.4 2.0	2.5 2.2	53 75	2.7 1.9	2.7 2.1	39 53
5	0 1	97 18	2.5 1.9	2.5 2.0	49 55	2.6 2.0	2.6 1.9	47 44
GRAND TOTAL		293	2.4	2.4	52	2.6	2.6	44

Preliminary Quality Review Results 2014:

1.1 Proficient 1.2 Developing(Focus Area) 2.2 Developing 3.4 Proficient 4.2 Well Developed

Most recent Quality Review, conducted in October 2014, indicated 4.2 as an area of celebration. 4.2 encompasses the engaging staff in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning as an area of celebration. It also determined 1.2 as a focus area, 1.2 comprises the development of teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching aligned to curricula, engaging and meeting the needs of all learners so that all students produce meaningful work products.

Core Knowledge, Ready-Gen, Go Math and Assessments

Our school takes a data driven approach to improving student performance, using the following research based curriculum:

Core Knowledge Language Arts (K-2)

- End of unit (skills)
- Pausing Points
- End of Domain (listening & learning)
- Writing units – writing performance tasks after each unit

Ready Gen (3-5)

- End of modules assessment within each unit
- End of unit assessments
- Writing units – writing performance tasks after each unit

Go Math (K-5)

- Mid-Chapter Review Point
- End of Chapter assessment
- Performance tasks after each chapter

Science and Social Studies

Science program: FOSS

Social Studies K-2 New York City Scope and Sequence 3-5 Social Studies embedded in Ready Gen.

MOSL English Language Arts and Mathematics Results

The Fall MOSL English Language Arts and Mathematics results show a significant difference in English language Arts and Mathematics. Consecutively over a three year period our students performed better in English language Arts than Mathematics. However, in some grades our students outperformed other schools in the network.

Mathematics we must work not only on mathematical concepts but in teaching mathematics in the context of a literacy-based math curriculum. This approach will equip students with skills that will build understanding in constructing and deconstructing math problems using reading strategies. We must close gaps and ensure that mathematical concepts that are necessary for conceptual understanding from one grade to the other are met so that students can access the content at each grade level.

Assessments are aligned as curriculum is modified to meet the Common Core Learning Standards and the Instructional Shifts are implemented. The curriculum provides assessments but these are modified when teachers meet to analyze and discuss results. Assessment results are recorded on spreadsheets and item analysis are created. These results are used to inform instruction, differentiate instruction and modify lesson plans.

The following will be implemented to monitor student progress and modify instruction:

a) Curricula-aligned, assessment practices and grading policies that will provide actionable feedback.

- Conferencing (conference notes)
- Charts (visual clues) keep focus
- Written feedback (post it) that allow students to correct their misconceptions/errors
- Verbal feedback

b) Common assessment analysis that drive curricular and instructional adjustment

- End of unit/module assessments
- Formative assessments (exit slips worksheets)
- CKLA (pausing points)
- Math (mid chapter)
- Writing performance tasks

c) Checks for understanding and student self-assessment

- Writing – Checklist
- Peer assessment (evidence post-it)
- Teacher observations (checklist)
- exit slips
- thumbs up/thumbs down
- Use of wipe boards

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 P.S.35X will improve the quality of the enacted curriculum by incorporating adjustments that increase the access of all students to rigorous materials and instruction, resulting in a 5 point increase in the Median Adjusted Growth Percentiles for ELA and Math, and an increase of an average of 9 points between the baseline and end-of-year MOSL NYC Performance Assessments in ELA and Math, which represents an increase of 1.5 points over our 2014 gains on these assessments.

n/a

2013-14 ELA MOSL Unofficial Data from RTEA Report (ATS) by Grade

Grade	n	BOY ELA MOSL	EOY ELA MOSL	Trait 1	Trait 2	Trait 3	Trait 4	Trait 5	Trait 6	Trait 7	Change
0K	116	10.4	24.6	3.44	3.65	3.58	3.66	3.54	3.24	3.51	14.4
01	142	13.8	23.0	3.75	3.21	3.19	3.26	3.59	2.67	3.38	9.1
02	123	15.0	22.2	3.44	3.11	3.07	3.16	3.15	3.19	3.07	7.6
03	101	15.0	23.4	3.64	3.33	3.26	3.31	3.50	3.19	3.22	8.7
04	91	10.8	10.4	1.39	1.49	1.66	1.39	1.56	1.02	1.91	-0.5
05	119	12.8	16.7	2.41	2.34	2.35	2.37	2.45	2.37	2.44	4.0
Grand Total	692	13.0	20.5	3.10	2.92	2.91	2.93	3.04	2.67	2.98	7.5

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 			
<p>Implement a rigorous instructional program using the following curricular materials; Core Knowledge (Grades K-2), Ready Gen (Grades 3-5) Mathematics: Go Math, Science: FOSS, Social Studies: NYC Scope and Sequence and embedded in Ready Gen Units.</p> <p>Adjust curricula to meet the needs of each student through use of the Tuning protocol and analysis of student work to refine lesson plans.</p> <p>Improve pedagogical practices and the provision of feedback by incorporating strategies from our professional book study on “How to Give Effective Feedback to your students, Rigor is NOT A Four Letter Word” and professional development from the author,</p>	<p>Grades K-5</p> <p>Pedagogical Staff</p> <p>Administration Teachers</p>	<p>September 2014- February 2015</p> <p>March - June 2015</p> <p>January 12, 2014</p>	<p>Administration Teachers</p> <p>Administration Teachers Consultants</p> <p>Administration Barbara Blackburn</p>

Barbara Blackburn Content Sessions: All content sessions are centered on our instructional focus, writing.			
Use of differentiated instruction, Universal Design for Learning, Depth of Knowledge and Actionable Teacher feedback to address the needs of all students including English Language Learners and students with disabilities. Center based curriculum for kindergarten students in 12:1 self-contained classrooms Additional staff to support small group instruction for ELL's in grades 3 and 4	Pedagogical Staff	September 2014- February 2015 March - June 2015	Administration Teachers
Parent Workshops; Rigor Parent Newsletters Use of Parent Engagement Time to demonstrate lessons to parents	Parents	September 2014- February 2015 March - June 2015	Administration Teachers Parent Coordinator
Professional Development Committee: Collaboratively establish norms and protocols for teacher teams and school leaders to ensure a continually positive environment for growth of the learning community .	Teachers Administrators	September 2014- June 2015	Administration Teachers Consultants

Part 4 – Resources Needed

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

Monies to purchase books for book study, consultants for professional development, per-session for teachers and contents session leaders.

Calendar Day Change for professional development on Rigor led by Dr. Barbara Blackburn

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	X	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.

Fair Student Funding

Part 6 – Progress Monitoring

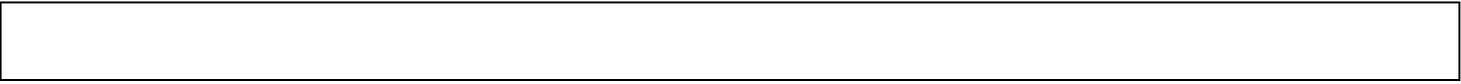
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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.

In February 2015 we will conduct benchmark assessments in English Language Arts and Math to indicate students' progress towards percentage growth. Students will have made on average a gain of 4 to 5 points from their CKLA, Ready Gen and Go Math baselines.

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

DATA SOURCES:

Learning Survey

NYC DOE Capacity Framework Overview

The Learning Survey shows the following data on how satisfied parents and teachers are at our school in the following categories:

	Parents	Teachers
Instructional Core	96%	94%
Systems for Improvement	95%	89%
School Culture	94%	91%

The data in Learning Survey reveals that 95% to 99% of parents agree or strongly agree that the school:

- keeps them informed about what their children learn the programs and services provided
- makes them feel welcome
- communicates in a language they can understand
- is responsive to parent feedback
- has teachers who are interested and attentive when they discuss my child
- has high expectations for my child
- helps keep my child on track for college, career, and success in life after high school.
- communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.
- is kept clean.
- has an adult whom my child trusts and can go to for help with a problem.
- ensures students with disabilities are included in all school activities (lunch, class trips, etc.)
- teachers and staff treat all students with respect.

Staffs in our school currently implement their own classroom management plan based on Lee Canter’s management system. However, the school will begin to implement the Responsive Classroom approach starting in January 2015. The *Responsive Classroom* is a general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs. Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach. How we, the adults in the school, work together is as important as our individual competence: Lasting change begins with the adult community (2007, Northeast Foundation for Children, Inc.) This program also aligns with the current Domains and components required to be implemented for 2014-2015 in the Danielson Framework for Teaching (Domain 2a Classroom Environment: Creating an environment of respect and rapport, 2d Managing student behavior and 3c Engaging students in

learning, 4e Growing and developing professionally).

In order to align our plan with these principles, staff will be involved in professional development and use the Responsive Classroom language and techniques in their practice. Some important components that will be incorporated throughout the school include:

Daily Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Guided Discovery—introducing classroom materials using a format that encourages independence, creativity, and responsibility

Academic Choice—increasing student learning by allowing students teacher-structured choices in their work

Classroom Organization—setting up the physical room in ways that encourage students' independence, cooperation, and productivity

Working with Families—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

Collaborative Problem Solving—using conferencing, role playing, and other strategies to resolve problems with students

In addition a behavior consultant will be employed to address the social and emotional behaviors of the few students who repeatedly display inappropriate responses which lead to 16 level 4 infractions in October 2014.

All of these practices will provide support that will build school capacity to address severe behavioral issues.

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 our school all teachers will have implemented classroom practices in the Responsive Classroom model as evidenced by the decrease of incidents of level 3 and level 4 infractions in 2013 -2014 on average 2 to 3 by the same students to 1 in 2014-2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			

Use the principles of Responsive Classroom which is a research- and evidence-based approach to education that leads to greater teacher effectiveness, higher student achievement, and improved school climate.	Teachers Students Administration Parents	January 2015 March - June 2015	Administration Teachers Parent Coordinator
Use individual behavior plans for students with disabilities if needed Use strategies recommended by behavior consultant for specific students with significant and reoccurring aggressive or defiant incidents Provide information in appropriate languages to students and parents on the Responsive Classroom program	Teachers Students Administration Parents	January 2015 March - June 2015	Administration Teachers Parent Coordinator Behavior Consultant
Provide workshops on Responsive Classroom program Provide workshops for parents on behavior strategies Provide materials in appropriate language	Teachers Administration Parents	January 2015 March - June 2015	Administration Teachers Parent Coordinator Behavior Consultant
Work collaboratively with teachers, students and parents on developing the classroom practices for the Responsive Classroom So that these practices further enhance the strong culture of trust.	Teachers Students Administration Parents	January 2015 March - June 2015	Administration Teachers Parent Coordinator Behavior Consultant

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monies to provide professional development by the Responsive Classroom organization

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.									
n/a									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
The ORSS report will be reviewed in February to look for a 10% reduction in the level 4 infractions. Counseling services and social emotional supports for students who have multiple incidents will be reviewed to ensure these are being provided.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
12.	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

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

Advance Observations and Instructional Focus:

The instructional focus for the 2013-2014 year was questioning and discussion. This focus was driven from classroom observations using the Danielson Framework for Teaching. An analysis of the ratings based on the observation showed that more than 80% of teachers were developing in this domain. Therefore, we supported teachers during the day and provided professional development in after school content sessions. As a result, by the end of the academic year, there was a dramatic improvement in teachers’ ratings in this area. This was evident as rigorous, engaging and natural conversations from kindergarten through grade five took place. Other areas for implementation of the instructional shifts such as close reading, formative assessments and the mathematical practices were also addressed.

Last year’s instructional focus was a foundation to this year’s focus. If students have the content and can talk about it, then they can write about the content they have learned. In addition to our continued focus on questioning and discussion techniques, our instructional focus for this academic year (2014-2015) is writing across the disciplines. Research shows that students who have access to content and can engage in conversation are better writers than those who do not. Teachers use close reading strategies and students utilize and create text dependent questions. Students were taught to cite evidence from texts using rigorous curriculum which gave them an increase in their academic vocabulary in both literary and informational texts. This year these strategies (citing text evidence, use of academic domain vocabulary) can be used as teachers learn the elements of each writing standard and how to teach each explicitly in all content areas. These practices promote high levels of student thinking and participation. The Monday professional development time and the content sessions, led by administrators will be a focal point for significant improvement in writing.

Universal Design for Learning (UDL) implementation examples were also part of our professional development. During this professional development teachers were provided strategies on multiple entry points to engage students in learning. Some of these strategies are use of laptops, audio, checklists, and peer collaboration. English language learners (ELLs) are provided with visuals, texts that support their entry points and scaffolded instruction. The curriculum is modified for students with severe learning disabilities. Their instructional/learning approach has learning centers or stations that provide students with shorter periods of time on each task at each station.

Support visits using the Danielson Framework for Teaching have already started and feedback has been given to teachers on their practices. This is a practice that we utilize to give teachers an opportunity to reflect and analyze their pedagogy before a formal/informal rating. Classroom environment walks have taken place before rated observations with feedback to teacher in areas needed to be addressed.

New teachers, who were not exposed to the Danielson Framework for Teaching or professional development and content sessions around our instructional focus and instructional shifts, have met with their respective supervisors to receive initial training in these areas. They are also scheduled to attend network sessions throughout the school year. Across classrooms you will see a majority of teachers who have effective practices in Domain 1 Planning and Preparation Component, 1a (Demonstrating Knowledge of Content and Pedagogy), Component 1e (Designing Coherent Instruction) in reading and mathematics and most teachers are working towards effective practice in 1a and 1e in writing. Across all classrooms you should see effective and a few highly effective practice in Domain 2 The Classroom Environment, 2a (Creating an Environment of Respect and Rapport) and 2d (Managing Student Behavior). In Domain 3 Instruction, most teachers are working towards effective and highly effective practice within all 3 components (3b, 3c and 3d). In 3b (Using Questioning and Discussion Techniques) you should see evidence of questioning and discussion techniques used by students when engaged in discussions. Students should be using what they learned last year to continue natural conversation and discussion within the classroom. In 3c (Engaging Students in Learning) there is evidence of engagement

through close reading tasks, “reading with a pencil”. In math students show evidence of engagement by incorporating manipulative to solve mathematical problems. In science students engage in hands-on activities and exploration tasks. In social studies students engage in creative tasks and debates based on the New York City Scope and Sequence. In 3d (Using Assessment in Instruction) there are a variety of assessments used in the classrooms. Two assessments that are evident throughout the school are student’s self-assessment and peer assessment. Presently, teachers are working towards learning how to provide effective feedback to students. As a school we are working towards effective and highly effective practice in all domains within the Danielson Framework. To accomplish this goal, professional development is taking place throughout the school year to support teachers in all components of the Danielson Rubric.

The professional development committee has developed a plan based on the following data collected. The data are as follows: survey given to teachers, the quality review results and classroom observations. Differentiated professional development for teachers will be provided based on the data collected. The committee meets on a monthly basis to discuss the implementation of the plan. Modifications are made when necessary according to teacher needs. For the 2014-2015 school year, we will be working on analyzing lessons/student work through the use of the “tuning protocol”, book study groups on “How to give effective feedback to students” and “Rigor is Not a Four Letter Word”. A portion of the professional development time will be utilized for the special education team to meet with their paraprofessionals to discuss students IEPs (Individualize Educational Plans), implementation of BIPs (Behavior Intervention Plans), and/or curriculum support. When paraprofessionals are not engaged in planning with their teachers they will participate in an online “Para-educator” professional development specifically designed for paraprofessionals. This program provides over 135 self-paced online courses. The program provides the following:

- An understanding of the importance of communication with teachers and students.
- New strategies for supporting classroom instruction and making accommodations.
- Guidelines and ideas on how to manage specific student behaviors.
- Increased confidence in supporting students with disabilities in all areas.

The professional development and teacher team committees are facilitated by teachers. While we may participate in the committees, the expectation is for teachers to lead and facilitate the professional development sessions.

Another form of professional development that we implement is bi-weekly content sessions. Those content sessions are conducted after school and are based on the instructional focus, writing. The content sessions provided are; Writing in Mathematics, Building a Community of Writer’s in the Writer’s Workshop, and Exploring Writers to Writing. These sessions provide content information and practical instructional strategies that can be implemented right away.

Professional development for staff is also provided by our network. Teachers will attend professional development this year given by Network 606. At least six to eight teachers will attend the following sessions:

- Math Rigor and CCLS (Lucy West)
- Teacher Effectiveness; The Danielson Framework for Teachers
- Constructing Deep Understanding with ELL’s through Collaborative Academic
- Data, Data, Data

Speech teachers, occupational therapist and physical therapist receive training from their respective departments outside of the school.

Our school is participating in the New Teacher Center professional development for teachers and school leaders. These teachers were selected because of their effective and/or highly effective ratings. They are each mentoring one new teacher in the school. They participate in professional development in instructional mentoring, observing and conferencing, using data to inform Instruction and designing effective instruction. School leaders will participate in this program which is designed to advance teacher practices. Teachers and school leaders will share their learning with teacher teams.

Additional systemic structures that inform professional collaboration are the following:

- Daily scheduled time for grade or department meetings in the prep schedule
- Inquiry teacher team meetings during scheduled school time which takes place on Monday’s Professional development time.
- Prep scheduled time to meet with Mathematics consultant

- Professional Development Committee
- MOSL Committee
- After school grade planning sessions
- Special Education Department meetings
- Lunch and Learn grade or department meetings
- Saturday Academy planning meetings
- Content Sessions

Part 2 – Annual Goal

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

By June 2015, 80% of teachers will have received effective rating in 1a(demonstrating knowledge in content).

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: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	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>
Implement a rigorous instructional program using the following curricular materials; Core Knowledge (Grades K-2), Ready Gen (Grades 3-5) Mathematics: Go Math, Science: FOSS, Social Studies: NYC Scope and Sequence and embedded in Ready Gen Units. Adjust curricula to meet the needs of each student through use of the Tuning protocol and analysis of student work to refine lesson plans. Improve pedagogical practices and the provision of feedback by incorporating strategies from our professional book study on “How to Give Effective Feedback to your students, Rigor is NOT A Four Letter Word” and professional development form the author Barbara Blackburn Content Sessions: All content sessions are centered on our instructional focus, writing.	Teachers	September 2014- February 2015 March - June 2015	Teachers Administration
Use of instructional recommendations during tuning protocol Implementing strategies from Book Study groups; Teacher Feedback written and oral feedback strategies Use of strategies learned in Rigor workshops Use of strategies learned by teachers attending Network professional development Visual and academic vocabulary scaffolding for English Language learners and students with disabilities	Teachers	September 2014- February 2015 March - June 2015	Teachers Administration

Anchor charts for concepts and process in content areas			
Attend at least one PTA meeting to present professional development plan Newsletter to parents on professional development	Teachers Administration Parents	September 2014- February 2015 March - June 2015	Teachers Administration Parent Coordinator Parents
Teacher survey on customized professional development Professional Development Committee Daily Prep time schedule for planning facilitated by teachers Opportunities for Special education department to plan after school and be compensated Opportunities for General education teachers to plan after school and be compensated Administration open time to support teachers posted and support visits before official observations to build trust and collaboration	Teachers Administration	September 2014- February 2015 March - June 2015	Teachers Administration

Part 4 – Resources Needed

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

Funds are provided for curriculum planning for teachers, for administrators to provide content sessions, and for consultants to provide professional development in mathematics, rigor and behavior intervention strategies.

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
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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:

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

By February 2015 Advance Observation reports will indicate that 65% of teachers will have a rating of Effective or higher on Components 1a.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22.	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

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

Proficiency Analysis Report 2014: School Leadership Competencies

Aligns standards, curricula, instruction, and assessment tools

The Proficiency Analysis Report for 2014 is based on the Learning Survey submitted by teachers. The results showed that the school leader demonstrated the characteristic outlined in the Capacity Framework for Effective School Leadership. These are evident in the knowledge that the staff shares about the mission and vision of the school. The mission and vision are clearly articulated to staff. At the center of the mission is the instructional focus. This is explicitly imparted to staff and progress is monitored in a supportive environment. Administrators have an open door policy and are approachable and ready to listen and support teachers professionally and on personal matters.

The administrative team is comprised of the principal and three assistant principals. One assistant principal supervises Kindergarten and 1st grade, one supervises grades 2-5 English Language Arts department and the other supervises grades 2-5 mathematics. They observe and meet at least once per week with teacher to support their pedagogy and conduct formal/informal visits. The discussions are focused around effective instructional practices. They support teachers in becoming effective or highly effective in their practice. As learners we also participate in Network professional development and attend educational conferences outside of the school. Also we work on the “Weekly Post” which informs teachers of important information and forthcoming events. There is a reflective section in the “Weekly Post” which recognizes staff efforts. This reflective section is usually a vehicle in which we highlight positive aspects and thank staff for their collaborative efforts.

Last school year after observation was conducted the administrative team identified areas of focus. These areas were close reading, questioning and discussion, formative assessment and mathematical practices. As a result, we conducted after school content session around those focal areas. This year, our focal area is writing. Hence, our content sessions will be the following: Writing in Mathematics, Building a Community of Writers, Exposing Writers to Writing, and Introduction to Rigor.

Further analysis during observations and teacher team meetings show a need for support in content knowledge and pedagogical practices in the teaching of writing and the explicit instruction needed for students to become independent writers. In particular it is imperative that teachers understand the demands of the Common Core writing standards (narrative, opinion, informative/explanatory). Teachers must know and understand the elements and the explicit instructions needed for students. Learning these skills in writing would transfer into other disciplines as students learn to explain, describe, organize, and use informational words during writing. The intended outcome is to fill the content and pedagogical gaps in instruction by training teachers with explicit strategies and practices that will have a positive impact on their pedagogy. In turn, students will gain a toolkit of strategies that will give them access to the content. It is the shared belief that students learn best when teachers have the content knowledge. Having in depth content knowledge leads to explicit instruction-modeling, demonstration of exemplars and purposeful independent time for students to practice. These will eventually result in significant growth in learning for both teachers and students.

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 all teachers will have implemented best classroom practices in Writing to the alignment to the Common Core Learning Standards.

- 80% of students will show an increase of five to nine points on the end of year MOSL writing assessment as compared to the MOSL baseline writing assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
CKLA, ReadyGen, Go Math, Content Sessions, Mentoring PDs, PD Mondays	Teachers K-5, clusters, paraprofessionals	September 2014-June 2015	Administration team, outside consultants
UDL, Multiple Intelligences, Small Group, Centers, Behavior Plan (BIP)	Teachers K-5, clusters, paraprofessionals	September 2014-June 2015	Administration team, outside consultants
Parental Workshop, Weekly Parental Engagement Time(Confer with Teachers, Review Strategies on Content), Family Time (Movie Night, Zumba Classes, Multicultural Celebrations)	Teachers K-5, clusters, paraprofessionals	September 2014-June 2015	Administration team, outside consultants
We continue to work on creating a risk-free and safe learning environment (common planning sessions, interclass visitation, individual support visit, one on one conferences)	Teachers K-5, clusters, paraprofessionals	September 2014-June 2015	Administration team, outside consultants

Part 4 – Resources Needed

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

Professional literature in writing, per session for teachers, weekly consultants, scheduled calendar change for professional development led by Dr. Blackburn, content session, administrative team.

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
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funds are provided for curriculum planning for teachers, for administrators to provide content sessions, and for consultants to provide professional development in mathematics, rigor and behavior intervention strategies.

Part 6 – Progress Monitoring

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

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

- By February, the Math and ELA benchmark assessments will reveal that students have made average gains of 10 percentage points over the baseline assessment and student notebooks in all disciplines, writer’s folders and math journals will reveal increased volume and quality of writing in comparison to authentic writing from September 2014.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

NYC School Survey 2013-2014 Teacher and Parent perspectives on the Instructional Core Systems for Improvement, School Culture and Informational Questions

Students and families understand the expectations for each grade. At the beginning of the year three sessions at different times were held to meet with families and explain the expectations of the work for the year. Teachers send monthly newsletters to parents with the units that will be forthcoming. Students’ expectations for each unit are explicitly communicated and teachers and students develop rubrics to assess their work and determine if the expectations have been met. Teachers send newsletters to families to inform them of Units that they are engaged in and suggestions to help their children. The Tuesday parent engagement time is used to inform families of their child’s current academic progress.

The Learning Survey shows the following data on how satisfied parents and teachers were at our school in the following categories:

	Parents	Teachers
Instructional Core	96%	94%
Systems for Improvement	95%	89%
School Culture	94%	91%

The Parent coordinator and the Parent Association are active and have a strong showing of parents at monthly meetings. Parents are kept informed of current activities and give feedback to the President and Parent coordinator who communicate these to administration. Administrators have an open door policy for parents and have developed strong family partnerships through this approach.

Administrators have strong ties to effective middle schools and make every effort to communicate with these schools to accept our students. We want to build a foundation that remains strong and develops through middle school and high school for students to have access to the best colleges.

Currently students are working on determining what their college and career will be and these choices will be displayed. Their ambitions will be displayed through emerging writing in kindergarten and through narrative writing pieces in grades 1-5. In the past we have had career day, mentors in different careers (Yankee mentors-journalist, photographers, scouts, accountants, baseball managers), visit to court houses, hospitals and non-profit centers. Students in fifth grade visit middle schools and research on college and careers students aspire. This will continue as part of our school community activity.

Part 2 – Annual Goal

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

By June 2015 improve effective outreach to build family partnerships as measured by a 5% increase in the percent of parents reporting on the Learning Environment Survey that they have been invited to 3 or more school events, from 67% in 2014 to 71% in 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: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. 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>
Implement a rigorous instructional program using the following curricular materials; Core Knowledge (Grades K-2), Ready Gen (Grades 3-5) Mathematics: Go Math, Science: FOSS, Social Studies: NYC Scope and Sequence and embedded in Ready Gen Units. Adjust curricula to meet the needs of each student through use of the Tuning protocol and analysis of student work to refine lesson plans. Improve pedagogical practices and the provision of feedback by incorporating strategies from our professional book study on “How to Give Effective Feedback to your students, Rigor is NOT A Four Letter Word” and professional development form the author Barbara Blackburn Content Sessions: All content sessions are centered on our instructional focus, writing. Use of Schoolnet to analyze MOSL scores and inform instruction	Parents	September 2014-June 2015	Administration Teachers SLT Parent Coordinator
Parent information provided in the appropriate languages Use of funds to hire translators when needed for parent conferences or IEP meetings. School Leadership Team will distribute information about upcoming Borough and Citywide Parent Conferences for English Language Learners or Students with Disabilities.	Parents	September 2014-June 2015	Administration Teachers SLT Parent Coordinator
Provide Parent workshops to explain curriculum Parent Conferences with individual parents or classes to go over particular units parents would like explained School Leadership Team will distribute information about upcoming Borough and Citywide Parent Conferences Curriculum Parent Night Four Parent Teacher Conferences Attend at least one meeting where teachers present professional development plan Newsletter for parents on professional development given to teachers Effective use of Tuesday Parent Engagement Time to discuss individual student needs Effective use of Tuesday Parent Engagement Time to present curriculum to parents	Parents	September 2014-June 2015	Administration Teachers SLT Parent Coordinator
We work collaboratively with parents by using surveys to ascertain their needs. Classes that were implementing based on parent request are GED, ESL, Zumba and CPR. In addition we work closely with PTA and SLT. We build trust among all constituencies through	Parents	September 2014-June 2015	Administration Teachers SLT Parent Coordinator

activities such as: Movie Night, Game Night, Spring Carnival, and student performances.			
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Part 4 – Resources Needed

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

Title III funds to support parent activities for English Language Learners
 Title I funds to support parent activities

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:

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

By February, teachers report that Progress Reports given to 85% of parents, attendance sheets for Parent conferences reveal increase in attendance over prior year, and school created surveys collected during the October and January parent conferences reveal 85% satisfaction.

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

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

The results of the Parent Survey will not be available until June as the survey is currently in the process of being distributed and submission deadline(April 2) has not yet passed. Results will not be available until June 2015.

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)	Performance well below proficiency level for the grade	ReadyGen, Core Knowledge Language Arts Use of graphic organizers, Close reading strategies(chunking) Use of visuals	Small group, one-to one instruction	Before school-Morning Program, Saturday Academy and during the school day
Mathematics	Performance well below proficiency level for the grade	GoMath Use of reading strategies to read math problems	Small group, one-to one instruction	Before school-Morning Program, Saturday Academy and during the school day
Science	Performance well below proficiency level for the grade	Full Option Science Systems-FOSS	Small group, one-to one instruction	Before school-Morning Program, Saturday Academy and during the school day
Social Studies	Performance well below proficiency level for the grade	New York City Scope and Sequence	Small group, one-to one instruction	Before school-Morning Program, Saturday Academy and during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Performance well below proficiency level for the grade In addition to behavior patterns Low socially emotionally skills and health matters	ReadyGen and Core Knowledge uses a Supplementary Guide RTI in GoMath	Small group, one-to one instruction	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
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers are recruited through hiring halls, job fairs, NY Teach, recommendations from staff members. Teachers are provided with instructional, social, and emotional support through team-building activities, social gatherings, and instructional support in the classrooms. In addition, teachers engage in high quality professional development sessions facilitated by administrative staff, consultants, and fellow colleagues. Teachers also participate in off-site professional development sessions and then turn-key to fellow teachers.

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).

Professional development (PD) sessions and activities continue over several sessions throughout the school year. Teachers attend PDs that are provided by administrative staff in afterschool content sessions, consultants, and other education specialists in areas focused on strengthening pedagogical practices that will in return, improve student learning. Paraprofessionals meet with classroom teachers to review content, instructional, and behavioral strategies. In addition, paraprofessionals engage in online webinars (Para Educator) where they are able to select topics of study. Principal and assistant principals attend network meetings and workshops, in and out-of-state conferences.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

Not applicable

Part 4: SWP Schools Only

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

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

The parent coordinator attends open house sessions hosted by neighborhood early childhood programs to discuss our academic programs, learning environments, afterschool programs and afterschool clubs. Parents are given the opportunity to attend an open house to get an insight into the everyday happenings of the school. They visit the Kindergarten classrooms to learn the structure of the classroom and to observe the instructional practices.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet during common preparation periods to review curriculum assessments and discuss topics of interest for future professional development sessions. Teachers modify and recreate assessments that are more aligned to the common core standards.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	600,685	X	14,17,26,29 Teacher Salaries PAC Parent activities and classes
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	280,786	X	14,23 Teacher Salaries
Title III, Part A	Federal	19,552	X	14, 29 Programs

				after school for ELL students and parent workshops for ELL parents
Title III, Immigrant	Federal	20,157	X	14,29 Programs after school for immigrant parents and parent workshops for immigrant parents
Tax Levy (FSF)	Local	3,587,372	X	14, 17,23,26,29 Teacher salaries Per session for after school programs and content session for teachers and administrators

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 the school. **P.S.35X Franz Sigel** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.35X Franz Sigel** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

P.S.35X Franz Sigel in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Franz Siegel P.S. 035X</u>	DBN: <u>09X035</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale: The data over the most two most recent consecutive years showed many variations in students' progress. ELL students in grades 1, 3, and 4 showed minimal growth in proficiency levels. The majority of students maintained the same level although there were some areas of slight increases in the points/score. Most of all, many students went down one proficiency level from the previous year.

For one day (Saturday) each week, students in grade 3 will receive three hours of direct instruction in ESL strategies through interactive art and reading. Thirty additional minutes will permit students to have independent and differentiated activity time on computers. Students will use the Imagine Learning program to build on their areas of weakness. A total of 20 sessions will be directed by two (2) ESL/Bilingual licensed teachers and span from 9:00 am to 1:00 pm.

A science teacher, who has an ESL/Bilingual license, will engage grade 4 ELL students in afterschool science and mathematics activities in a Robotics program. Students will learn the mechanics of machines and build simple machines for two hours on Fridays from 2:45 pm to 5:00 pm. Fifteen minutes included for snacks. There will be a total of 20 sessions.

In addition, on Fridays, a licensed ESL teacher will instruct grade 1 students in reading activities through art. Students will read interactive books on iPads. There will be 20 sessions, each beginning at 2:45 pm and ending at 5:00 pm.

Subgroups and Grade Level of Students include ELL students in grades 1, 3, and 4 according to the criteria in the above mentioned rationale.

Schedule and Duration: These programs will begin on January 16, 2015 and end on June 19, 2015 for a total of 20 sessions.

Language of Instruction: English and Spanish

Number(#) of Certified Teachers: The four (4) teachers who are involved in the direct instruction have ESL/Bilingual certifications.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: In order for students to efficiently and successfully learn English while learning content in various subjects, teachers must be supported with strategies and best practices for these students. Our ELL student population continues to increase and more than ever, teachers have stated that they have minimal understanding and few strategies on how to effectively teach students who are identified as English language learners. Therefore, professional development for all staff members is essential. These session will engage eight teachers in a complete overview of best practices for teaching ELLs. Eight teachers will engage in a book study group with a primary focus on determining strategies that can increase the verbal interaction among ELLs, contextualizing language during instruction, reducing student anxiety, and getting learners actively involved in the classroom. This group will then turnkey to other teachers who are either classified by grade or department. This small study group is comprised of four ESL/bilingual teachers, two special education teachers, and two general education teachers. They will convene twice each month share their thinking and discuss strategies that are emphasized in the text. In addition, they will develop a common language for discourse among teachers and students. The dates for the group sessions begin on January 13, 2015 and continue on January 27, February 10, February 24, March 10, March 24, and April 14, 2015. These Tuesday sessions will begin at 4:00 pm and conclude at 6:00 pm. Study group participants will read and discuss the text, Teaching Vocabulary to English Language Learners, written by Michael A. Graves, Diane August, and Jeannette Mancilla-Martinez. The study group sessions will be teacher-led with participants taking turns to lead/facilitate each session. Jewellyn Holder will oversee the sessions to ascertain that the focus is maintained and address concerns from the group. The focus for each session is as follows:

* Introduction - Vocabulary Instruction for English Language Learners (ELLs)

* Effective Vocabulary Instruction - The Roles of Stakeholders (Individual, Home, School, Instructional Factors)

* Providing Rich and Varied Language Experiences

* Teaching Individual Words

* Teaching Word-Learning Strategies

* Promoting Word Consciousness

* Conclusion - Reflection and a Look at Validated Vocabulary Programs for ELLs

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Our parents of ELLs can also benefit from support and workshops. ESL and curriculum classes will be given once a month beginning on January 15, 2015 and end on June 18, 2015. Parents will first understand the grade expectations and learn strategies that they can use to help their child at home. They will also learn about the common core learning standards and content that is being taught in the classrooms. The focal topic is Learning to Learn in a Second Language - Listening, Writing, Reading, and Mathematics. Monthly workshops will be conducted from 5:00 pm - 6:00 pm. The dates and topics are as follows:

* January 15, 2015 - Exploring the Common Core Learning Standards and Grade Expectations

* February 12, 2015 - Strategies to help my Child at Home

* March 19, 2015 - Dinner and Learn - Building our ELL Community of Parents

* April 16, 2015 - Mathematics and English Language Arts (ELA) Strategies

* May 14, 2015 - Understanding the Report Card and Promotion Criteria

* June 11, 2015 - Dinner and Learn - Reflection and Plans for 2015-2016

Embedded into two workshops are two dinner and learn sessions. The first of these sessions is March 19, 2015. During this time, parents will (by choice) bring in a cultural dish to share with the group. Other food items will also be provided as necessary. On June 11, 2015, parents will have the second dinner and learn session where they will reflect on the activities and workshops, and provide suggestions for more activities and workshops for the upcoming school year, 2015-2016. The workshops will be led by the four ESL/Bilingual teachers in the above mentioned programs. The dinner and learn sessions will be directed by the parent coordinator, Mrs. Eileen Clemente, and held from 5:00 pm to 6:30 pm.

Parents will receive invitations for these classes via telephone, letters will be directly mailed to home addresses, and respective students will receive a copy to take home.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	<u>0</u>	<u>0</u>
Travel	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 035
School Name Franz Siegel		

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 Graciela Navarro	Assistant Principal Aidimaris Soler
Coach Dr. Jewellyn Holder	Coach
ESL Teacher Artemisa Pichardo	Guidance Counselor Annie Venterina
Teacher/Subject Area	Parent Desiree Machicote
Teacher/Subject Area Leslie Nin/ESL	Parent Coordinator Eileen Clemente
Related Service Provider Angela Ajasin	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	1
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	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	674	Total number of ELLs	164	ELLs as share of total student population (%)	24.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained		1	1		1	1								4
Push-In	5	4	4	3	3	3								22
Total	5	5	5	3	4	4	0	26						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	152	ELL Students with Disabilities	44
SIFE	0	ELLs receiving service 4-6 years	11	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	152		33	11		10	1		1	164

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	152	0	33	11	0	10	1	0	1	164
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	30	41	24	17	10	14								136
Chinese														0
Russian														0
Bengali	1					1								2
Urdu														0
Arabic		1	1	1		1								4
Haitian														0
French	1		1	1		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	6	2	1	2	4								18
TOTAL	35	48	28	20	12	21	0	164						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	12	6	4	4	7								49
Intermediate(I)	1	10	7	6	5	6								35
Advanced (A)	18	26	15	10	3	8								80
Total	35	48	28	20	12	21	0	0	0	0	0	0	0	164

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		2		2				9
4	5	1	5	1	1				13
5	6	3	2		2				13
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
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.

The following literacy programs and school-based assessments are used to assess early literacy skills of ELLs.

Core Knowledge is used for all students (ELLs included) in grades Kindergarten, Grade 1, and Grade 2. As a diagnostic assessment,

students are administered a placement test in foundational skills. This assessment is the foundation for the developmental progression for literacy skills in the areas of phonics, fluency, comprehension, and early writing skills.

In grades 1 to 5, English language learners as well as general education students complete a writing baseline assessment on a topic provided by the teacher. These written baselines are analyzed by teachers with a common core aligned rubric that is utilized throughout the school year. The Ready Gen program is used for students in grades 3, 4, and 5. Teachers conduct close reading of texts, skill analysis, and team talk to determine students' readability.

The results of the baseline assessments indicate that ELL students are deficient in understanding vocabulary and concepts in reading. This information resulted in providing instruction in developing academic vocabulary daily in Morning Program and all subject areas. Teachers infused the use of visuals on computers, smartboards, and iPads.

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

The 2013-2014 LAB-R data reveals that fewer incoming students who have a home language other than English, as indicated on the HLIS, are identified as ELL students. The LAB-R results range primarily across the beginning and advance levels with a slight shift in dominance at the beginning level towards the advance level. For example, in the school year 2012-2013, of the 50 tested students, 39 were entitled with 35 students scoring at the beginning level and five at the advance level. In this school year, 2013-2014, of the 47 students tested, 37 students were entitled to receive ESL services. Twenty-two students scored at the beginning level and 15 students scored at the advance level. The number of students who test out vary in minute numbers such as 10 and six.

NYSESLAT data for 2012-2013 reveals that the majority of our students fall into the advanced level. There are 44 students in grades K-5 at the beginning level, 36 students at the intermediate level, and 75 students at the advanced level. Although the state did not produce a NYSESLAT modality report for the 2013 results, the RLAT report shows that students across all grade levels at P.S. 35X perform better on the listening and speaking components of the NYSESLAT or LAB-R across all proficiency levels. The NYSESLAT scores show that in all grades the writing score is higher than the reading scores for the majority of students. Patterns reveal that instructional focus should be on reading and writing that includes a specific focus on building academic and content vocabulary. Professional development with a focus on vocabulary development has previously been provided to all teachers. Teachers continue to apply strategies to scaffold vocabulary for ELL students.

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

New York State did not provide the NYSESLAT modality report for 2013.

4. For each program, answer the following:

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

The ELL periodic assessment was not selected during the selection window in June for administration in 2013-2014.

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 NYSESLAT, LAB-R, and Spanish LAB data are the main sources that guide instruction for ELLs within the Response to Intervention (RtI) Framework for grades K-5. According to students' individual levels or scores, teachers provide support in small groups in all subject areas. Differentiated instruction is implemented to meet students' diverse needs. In addition, teachers collaborate with ESL teachers who either push-in or pull-out to maintain consistency in the scaffold provided for ELL students. As we utilize the RtI framework, students move through tiers 1, 2, and 3 through ongoing assessments. More intensive academic support is provided to students in Tier 3.

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

Teachers differentiate instruction in all subject areas. Resources in students' native language, when available, are provided to support the transition from native to second language. In addition, technology is consistently used throughout instruction to assist in the transference of native language to secondary language and connect the secondary language to native language. Teachers also include language proficiency standards in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. Teachers promote peer tutoring/support in the classrooms. Students with English language proficiency are generally peered with students with similar native languages. During instructional sessions, these peers work together to bridge the language barrier to

promote understanding of content/ instruction.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

At this time there is no dual language program according to parental selections.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Teachers use the components of the Core Knowledge remediation guides to address ELLs' performance levels. Performance tasks are created to evaluate the success of the program and students' progression. In addition, teachers implement strategies as suggested from the Scaffolded Strategies Handbook from the Ready Gen program. Based on students' assessment results, adjustments are made to the program and/or other resources are utilized.

Adjustments include differentiated instruction - chunking the texts into smaller parts for daily reads and rereads, incorporating visuals to support vocabulary development, and one-to-one instruction on computers and iPads.

Progress by all students is a valid indication that the program is beneficial to the instruction of ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The school follows the process indicated by the ELL Policy Brief Identification and Placement. The process includes:

- * Administration of the Home Language Identification Survey (HLIS)
- * Conducting an interview with a parent/guardian in English or in the family's native language
- * Administration of Language Assessment Battery Revised (LAB-R)
- * Appropriate program placements according to parent selections and/or school's available programs (i.e., Bilingual Education, free-standing ESL, Dual Language, or General Education classrooms with push-in ESL services).

The Home Language Identification Survey (HLIS) and a face-to-face interview are conducted during the registration of new incoming students. Interviews are conducted by a licensed pedagogue as designated by the principal. The HLIS is completed by the parent or guardian of each new entrant at the time of the student's initial enrollment in a NYC public school. The HLIS is provided in the preferred language of the parent or guardian.

The following licensed pedagogical staff members are assigned to assist and conduct face-to-face interviews with parents:

Ms. Nathy Nixon - F-Status - State Certified CB Teacher - Fluent in English and French

Dr. Jewellyn Holder - Pedagogical Coach - state certified CB teacher/ school building leader - Fluent in English

Ms. Angela Ajasin - SETTS/ESL Service Provider - State Certified Bilingual/Special Education Teacher - Fluent in English and Spanish

Ms. Atemisa Pichardo - ESL Service Provider - State Certified Bilingual/ESL Teacher - Fluent in English and Spanish

The outcome of each interview determines each new entrant's eligibility for being assessed with the LAB-R. If three or more responses for questions 1 through 8 on the HLIS indicate that a language other than English is spoken at home or that the student understands/ reads/ writes in a language other than English, then the student is administered the LAB-R assessment within 10 days of his/her enrollment. English language proficiency is determined by the LAB-R assessment. All new entrants are screened to

determine which pupils are possibly gifted or have a possible handicapped condition and/or possibly are LEP students. Placement in the appropriate instructional program takes place after the administration of the Language Assessment Battery-Revised (LAB-R). In addition, students who speak Spanish at home and score below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. These students are officially identified as English language learners (ELLs). For example, kindergarten students who score 26 or below and have a home language of Spanish will be tested with the Spanish LAB. The students in this similar situation but have a language other than Spanish, will not be tested with the Spanish LAB. Nonetheless, they will be placed in the appropriate ELL program. Students are placed in the appropriate class/program based on the manually calculated raw scores and the IEP regulations. The actual LAB-R scores will confirm the students' ELL status.

LAB-R assessments are administered by the following pedagogical staff members:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/school building leader

Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

Spanish LAB assessments are administered to students whose home language is Spanish and do not reach proficiency level on the LAB-R. The following pedagogical staff members administer the Spanish LAB:

Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

Parents of all students who are administered the LAB-R assessment are notified in writing of the assessment results and class/ program placement. Students who score at or above proficiency level on the LAB-R are identified as English proficient (EP) and are placed in general education programs. Contrastly, students who score below designated proficiency leveles are identified as ELLs and are placed in tentatve bilingual education or self-contained ESL programs. Students remain in assigned programs until the parent orientation and the program selection processes are completed. Parents of students identified as ELLs are notified of their child's identification and LAB-R score. Parents of students identified as English proficient are sent a written notice that states that the student is not eligible to ESL services.

Parents of students identified as ELLs are sent a written notice with a scheduled appointment to attend a parent orientation to learn of the programs offered for students identified as English language learners. The parent coordinator, Eileen Clemente, calls the parents who are unavailable to attend and arranges alternate times to attend the session (individual or group). The entire process is completed within the mandated 10 days of each student's enrollment.

Orientation meetings are held several times during the year as new ELL students are registered. Each orientation meeting is conducted by one or two of the following staff members:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/ school building leader

Eileen Clemente: Parent Coordinator - Fluent in English and Spanish

Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

The parent orientation provides information about the three programs offered to ELLs - transitional bilingual (TBE), dual language, and English as a second language (ESL). Parents are first provided with an overview of the session and then watch the video to learn of the three choices. The parent brochure "A Guide for Parents of English Language Learners" is also explained and distributed. Parents are given the opportunity to ask questions. Parents then complete the 'Parent Survey' and 'Program Selection Form'. Parents' choices are honored whenever possible. If a program choice is not currently available, parents are given to option to transfer to another school that has the program of their choice. Nonetheless, parents often choose to remain at our school and enroll their child in a program that is currently offered. Parents who choose not to complete the program selection form are informed that if the form is not returned, the child will be placed a transitional bilingual program or one of our available programs.

Parents are also informed of the annual assessment for ELLs - the NYSESLAT. Parents are assured that each year they will be informed of their child's NYSESLAT results and their continued eligibility status. Parents of English language learners (ELLs) are notified of their child's final and official placement in a transitional bilingual or freestanding ESL program within 10 days of enrollment.

After each orientation and program selection process, data is entered into ATS under the ELPC command. This data indicates whether each student was identified as an ELL, an orientation was offered, parent choice, and program placement. ELPC fields are completed within 20 days of each student's enrollment.

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.
After the completion of the HLIS, parents are given an explanation of the assessment process. There are rare occasions that if time permits, parents view the video on the day of enrollment. The parent coordinator is available for follow up visits, questions, and concerns.

Within 10 school days from the date of admittance, students are tested with the LAB-R. The tests are hand scored to arrange for parent orientations and assigning students to the appropriate programs/classes. Entitlement letters are generated and given to students to take home. The letters include students' LAB-R scores and the date for the orientation. The parent coordinator makes follow up telephone calls to parents who fail to attend the orientation and/or return the program survey form.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The following pedagogical staff is responsible for distributing entitlement letters and ascertaining that the Parent Survey and Program Selection forms are returned:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/ school building leader

Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

Eileen Clemente: Parent Coordinator

Entitlement letters which include an orientation date, are distributed to parents within two days following the administration and manual scoring of the LAB-R. Letters are given directly to students in their homework folders. During the parent orientation, parents sometimes choose to take home the program selection form. They are given no more than two days to return the completed form. The parent coordinator and classroom teachers assist in reminding parents to complete and return the Program Selection Form. In addition, the parent coordinator makes telephone calls to parents and like classroom teachers, remind parents during daily dismissals. Copies of all documents are kept in a binder and secured in a closet. Returned Program Selection Forms are also placed in a binder and secured in a closet.

A copy of each document is also placed in respective student's cumulative folder that is maintained the school's main office.

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.
Parents are informed of all program choices during the parent orientation. Based on parents' selections and the native languages, programs are offered to best meet parents' requests. For example, if the majority of parents request a transitional bilingual program (TBE) and there are 15 or more students of the same language, then a TBE program is offered to parents. Otherwise, parents are given the option to transfer to another school that offers the TBE program.

Placement letters are distributed to parents within two days following the parent orientation. Letters are given directly to each student. Like all other documents, copies of placement letters are filed in a binder and stored in a locked closet.

Students who continue to receive ESL services receive a continued entitlement letter that is to be given to parents.

A copy of each document is also placed in respective student's cumulative folder that is maintained the school's main office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following pedagogical staff are responsible for administering the NYSESLAT assessments:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/ school building leader
Ms. Artemisa Pichardo: NYS certified Bilingual/ ESL teacher
Ms. Angela Ajasin: NYS certified Bilingual/ESL and Special Education Teacher
Ms. Leslie Nin: NYS certified ESL Classroom Teacher
Ms. Maritza Romero: NYS certified ESL/Special Education Teacher
Ms. Marilyn Rincon: NYS certified ESL classroom teacher

The ATS reports use to determine NYSESLAT eligibility are the RLER and the RLAT.

In September 2013, NYSESLAT scores are reviewed to identify students who are eligible to take the 2014 NYSESLAT. As new students are enrolled, they are administered the LAB-R according to the results of the informal oral interview. Students who score below proficiency levels on the LAB-R are placed on the NYSESLAT eligibility list. Transfer students' records are checked on ATS to determine if students are eligible for the 2014 NYSESLAT. We complete a testing schedule that is aligned to the mandated NYSESLAT administration window. NYSESLAT test administrators are trained with the test administration guidelines and non-negotiables. Individual students are tested in a separate location on the speaking subtest. Separate location signifies a location other than the students' classrooms. Speaking scores are generated on each student's speaking score sheet. These sheets are stored in the secure closet until the students' grids are available for transferring the data. The next window is for the listening and reading sections. Kindergarten, first, and second grade students complete all work in the test book. Test administrators transfer answer choices to their answer documents after each administration. Students in grades 3, 4, and 5 complete enter their answers to their answer documents during the test administration session. The listening and reading subtests are administered to students in small groups and in a separate location. The final window is for the writing section which is also administered in small groups and in a separate location. Students complete their individual answer documents similar to the listening and reading documents.

Class rosters (ROCL) are generated and names of ELL students are highlighted to signify that the student will be taking the NYSESLAT. Four separate copies are made, one for each tested component - speaking, writing, listening, and reading. As each child completes the component, the test administrator writes the date next to the child's name to indicate tested. Students' absences are also noted on the roster.

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. 
English as a second language (ESL) has been the majority for parent choices in the past few years.

The current programs in our school align with the choice of the majority of our parents. Most parents, especially those of Spanish Speaking background choose Free Standing ESL. This trend is common in parents of new immigrants coming from Dominican Republic and Africa. Parents, where the language cannot be accommodated, are given the option to seek seats in nearby schools that have the program that meets their language needs or selected choice. Nonetheless, most parents choose to have their child or children remain in attendance our school and receive ESL services. Since the 2011/2012 school year, transitional bilingual (TBE) and Dual Language (DL) programs have been the least selected choices made by parents. More than 90% of parents choose English as a second language (ESL). This school year, 2013-2014, ESL programs are offered in three classes with push-in and pull-out models in classes with students who were identified as ELLs. There is no TBE program this year due to the limited request from parents.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a) Classes in grades 3, 4, and 5 are departmentalized unlike the classes in kindergarten, first grade, and second grade. ESL teachers push-in and pull-out to provide ESL services. Pull-out is often done with groups of students performing at the beginning level on the proficiency scale. There are two self contained ESL classes, one in second grade and one in first grade.

b) Classes in all grades are heterogeneous (mixed proficiency levels). Academic levels and learning styles vary and are considered as teachers differentiate instruction and assign students in groups for guided instruction or independent activities.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, Bilingual teachers, and teachers with ELL students meet in the beginning of the year to identify students and differentiate instruction according to proficiency levels. The proficiency levels (beginning, intermediate, and advanced) of the students determine the amount of instructional minutes they receive. As students make progress on the future NYSESLAT, the time will be adjusted accordingly.

Teachers of ELL students in ESL self-contained classes provide the mandated number of instructional minutes according to students' proficiency levels. Advanced, intermediate, and beginning students are serviced within their respective classrooms with multiple instructional models - whole group, small group, and one-to-one. Beginning students receive extra support from a push-in or pull-out ESL service provider.

ELL students in other classrooms receive push-in and/pull-out services from an ESL provider. The ESL service providers meet to review the LAB-R, NYSESLAT, and Spanish LAB data and group students according to grade and levels of proficiency. They create a schedule for adequately servicing students with support from the classroom teachers. ESL service providers push-in during literacy and mathematics instructional periods and work with students in small groups. For students with no or very little understanding of English, ESL providers pull them out and go to different location where they can focus and build their early literacy skills. Connections are made to the content being taught in the particular subject area.

Regardless of where each student is placed, students receive services according to their proficiency levels. Beginning and intermediate levels permit 360 instructional minutes and advance levels permit 180 instructional minutes.

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.

Students in the ESL Self-Contained classes follow the same curriculum as the monolingual classes but with support with ESL strategies in all content areas. Instruction in all content areas is delivered in English while implementing ESL strategies and methodologies such as scaffolding, mirroring, contextualization, role-playing, modeling, text representation, visual representation, schema building, and metacognitive development within the Core Knowledge and Ready Gen literacy programs. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL certified classroom teacher plans with other classroom teachers and adapts instruction using ESL methodologies. The ESL push-in teachers collaborate with classroom teachers on students' academic needs and current units of study. There are some pull-out sessions for students performing at the beginning level on the proficiency scale. Furthermore, the ESL certified teacher assists the classroom teacher in small group instruction with the English language learners. In this setting, she reteaches the lesson with ESL support in the students' native language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
At this time, ELLs with Spanish as their native language are evaluated with the Spanish LAB assessment within the first 10 days of registration/entry into NYC public schools. There is no initial native language assessment for ELLs with a native language other than Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by classroom teachers and ESL service providers. ELLs engage in discussion, listening and learning, and group activities. Teachers conduct one-to-one conferences to assess students' growth and mastery of each modality. At the end of the school year, all ELL students complete the NYSESLAT that provides a holistic view of each students' language acquisition progress.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for all students. ELLs perform at varied academic levels. Students are generally grouped accordingly.

a. At this time there are no SIFE students at P.S. 35X. In the event a SIFE student is admitted during the school year, arrangements will be made for the student to receive instruction in an ESL class most suitable to his/her current academic level of performance. The student will be placed in the grade according to the placement and registration guidelines; but instruction at a lower academic level will be provided to scaffold the student's learning.

b. ELLs who have been in our school less than three years are performing at different academic levels. ELLs performing at the beginning level receive small group guided instruction daily. Instruction is geared towards early literacy development. Students at the intermediate level also receive small group guided instruction in literacy development but at a more advanced level.

c. ELLs receiving service 4 to 6 years work in differentiated groups according to individual ability levels. Many of these students work with English proficient students. Progress monitoring is conducted for long-term ELLs for recommendation to be mainstreamed.

d. Like ELLs receiving 4 to 6 years of service, progress monitoring is conducted for long-term ELLs to provide support necessary until proficiency level on the NYSESLAT is attained.

Former ELLs continue to receive academic support for an additional two years from the year they attained a proficiency level on the NYSESLAT. Like all current ELL students, former ELLs continue to receive two additional years of test accommodations - extended time - time and a half - on classroom, city, and state assessments. Therefore, students who were proficient on the NYSESLAT in 2012 and 2013, receive this test accommodation in this school year - 2013-2014.

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?

ELL-SWDs in the ESL Self-Contained classes follow the same but modified curriculum as the monolingual classes. They receive additional support with ESL strategies in all content areas from either a push-in ESL service provider or from the assigned

SPED/ESL/bilingual teacher. Instruction in all content areas is delivered in English while implementing ESL strategies and methodologies such as scaffolding, mirroring, contextualization, role-playing, modeling, text representation, visual representation, schema building, and metacognitive development within the Core Knowledge and Ready Gen literacy programs. As needed, translations/ connections are made in the students' respective native languages. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL certified classroom teacher plans with other classroom teachers and adapts instruction using ESL methodologies. The ESL push-in teachers collaborate with classroom teachers on students' academic needs and current units of study. There are some pull-out sessions for students performing at the beginning and intermediate levels on the proficiency scale. Furthermore, the ESL certified teacher pushes in to assist the classroom teacher in small group instruction with the ELL-SWDs. In this setting, she reteaches the lesson with ESL support in English/the students' native language.

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?
 Students are placed in flexible instructional groups according to their IEP's. Classroom teachers modify their instructional practices to accommodate the diverse needs of ELL-SWDs. In most classes, a paraprofessional supports the classroom teacher and the push-in ESL service provider during whole group, small group, and independent instruction/ activities.

Flexible programming allows ELL-SWDs to be placed in ICT classes. Adhering to the 40/60 ratio, ELL-SWDs are placed in this least restrictive setting to have the opportunity to work with students of varied learning groups and 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:

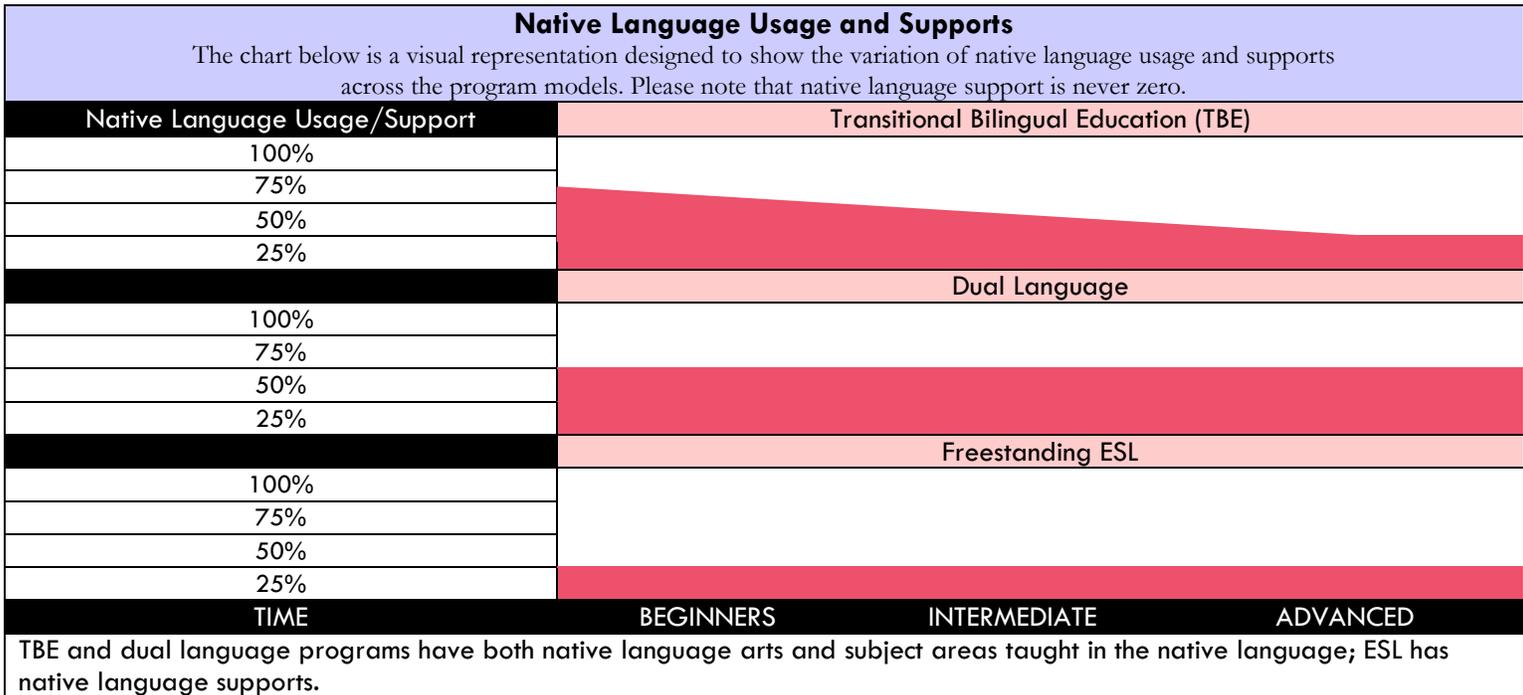
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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.
- Academic intervention is provided for ELLs in ELA, mathematics, and science. Intervention is done in English and generally Spanish which supports the majority of our ELL population. When necessary, another teacher fluent in native languages such as French or one of the African languages, will provide translation services.
- ELLs at the beginning levels receive ELA instruction in an ESL class in a lower grade .
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers modify the current programs and differentiate instruction to meet the diverse needs of ELLs in both content and language development. The programs include ESL methodologies and strategies to involve the learner. There are hands-on materials, visuals, and technology is utilized through the use of laptops, computers, and iPads.
11. What new programs or improvements will be considered for the upcoming school year?
- The upcoming school year may require more certified bilingual/ ESL teachers. Our ELL population continues to increase and in order to adequately service ELLs within the mandated guidelines, more certified bilingual/ ESL teachers will be required. With more teachers, we will open at least one self-contained ESL class in each grade from Kindergarten to fifth.
12. What programs/services for ELLs will be discontinued and why?
- At this time we are not contemplating any discontinuance of any programs/ services for ELLs at P.S. 35X.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Like general education/ English proficient students, ELLs have equal access to all school programs. Morning Program is available to provide enrichment in academic vocabulary. Students engage in learning activities in all content areas with a strong emphasis on developing students' vocabulary that extends to real life. ELLs also attend Saturday academy partake in the Arts programs such as dance, music, robotics, and technology.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional strategies used to support ELLs include the use of iPads and laptops for reading. Students listen to audio books while tracking the print on the screen. As they listen and watch, they learn how to articulate the sounds of letters and words while seeing what the letters and words look like. The iPads are also used for handwriting practice where students use their fingers to trace letters and then eventually transferring the writing to their individual notebooks. Peer support is another strategy that teachers implement in the classroom. ELLs are paired with another student who provides language support during whole and small group instruction.
- The Go Math program offers ELL students individualized support in mathematics - digitally and in Spanish. Teachers assign tasks according to students' individual needs. Teachers also have access to the program in lower grades and utilize the activities to bridge students' understanding of mathematical concepts. Students can also access the program at home.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Teachers provide native language support as interpreters to ELLs in the ESL programs. Translation and interpretation services are also requested when there is not staff member who speaks a particular native language.
- Teachers also promote peer support in the ESL programs. Students of similar native languages are peered according to English language proficiency levels to provide native language support. For example, ELLs have English proficient buddies who support them during whole group and small group instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources correspond to ELLs' ages and grade levels. The guidelines for ELL services and resources are followed to support the language development of ELLs.

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.
As a future plan, beginning summer 2014, newly enrolled ELLs will be invited to a summer instructional program that is serviced by state certified bilingual/ESL teachers.
18. What language electives are offered to ELLs?
P.S. 35X Elementary School does not offer language electives.
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)?

At this time there is no dual language program at P.S. 35X.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The ELL Achievement Coach will assist in providing future professional development for our pedagogical staff.
 2. All teachers - general education, ESL, and special education - participate in all professional development sessions that are done by either by school, grade, or specific content areas. The Common core Learning Standards are the basis for all sessions and this includes our instructional focus of Questioning and Discussion Techniques that engages students in discussion to promote language development.
 3. ELLs are included in our departmentalized structure in grades three, four, and five. Students transition between classes according to the subject. Students also engage in selecting majors, such as dance, music, robotics, and technology to prepare them for future electives in future grades and college.
 4. As per Jose P. the plan for the minimum 7.5 hours of ELL training for all staff and 10 hours for special education teachers will be developed under the guidance of our ELL Achievement Coach.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are actively involved in our school. There is frequent communication with our Parent Coordinator, Eileen Clemente, who organizes workshops and training sessions for ELL parents in community building and language development. Parents also receive guidance in effective ways to help their child/children at home with homework and test preparation skills. If necessary, translation services are offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services is generated.
 2. Our principal and parent coordinator collaboratively manage the partnership with other agencies and Community Based Organizations to provide workshops and services to ELL parents. Cornell University Nutrition and Health Classes have engaged parents in choosing proper nutritional foods and support healthy eating habits. If necessary, translation services are offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services is generated.
 3. Parents have parent association meetings where they discuss concerns and ways to make improvements in the school to meet the academic, social, and emotional needs of students. The parent coordinator assists in the planning and preparation of meetings. Surveys/voting sessions are conducted and analyzed.
 4. Parental involvement activities are designed according to needs of the parents. Fundraising events such as the holiday food drive and the coat drive are designed to support parents in need of food or coats for the winter. The bake sale involves all parents during which they engage in culture and community development.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: Franz Siegel

School DBN: 09X035

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Graciela Navarro	Principal		1/2/14
Aidimaris Soler	Assistant Principal		1/2/14
Eileen Clemente	Parent Coordinator		1/2/14
Artemisa Pichardo	ESL Teacher		1/2/14
Desiree Machicote	Parent		1/2/14
Angela Ajasin	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		
Dr. Jewellyn Holder	Coach		1/2/14
	Coach		
Annie Venterina	Guidance Counselor		1/2/14
	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X035 School Name: Franz Siegel - P.S. 35X

Cluster: 06 Network: 606

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data is collected from the Home Language Identification Survey (HILS) forms for new students in NYC Public Schools., the Home Language ATS school data summary report and the ATS Home Language Report for currently enrolled students. The major source used to make decisions about the primary language for written translations is the adult preferred language that is indicated on the ATS report.

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.

On staff, we have two secretaries, one parent coordinator, one guidance counselor, one assistant principal, as well as a principal who are all bilingual - fluent in English and Spanish. There are 47 teachers, 10 of whom are bilingual - fluent in both English and Spanish. Written translations and oral interpretations into Spanish are undertaken on a daily basis. The Home Language summary report shows the following languages have been identified:

Spanish 130 students, Bengali 2 students, Bambara 1 student, French 2 students, Fulani 1 student, Hausa 2 students, Maninka 4 students, Arabic 4 students, Afrikaans 1 student, Soninke 2 students, Twi 2 students and Wolof 4 students. The remaining 516 students are identified as proficient English speakers.

These findings are reported to the school community during professional development to teachers, paraprofessionals, and related service providers. In addition, parents are informed during Parent workshops and PTA meetings.

Part B: Strategies and Activities

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

The Parents Bill Of Rights and interpretation notice signs are clearly posted in the main office in English and Spanish - the major languages in our school. The other languages are available as requested by parents. Most of our written translation needs are met by DOE as centrally produced documents and student specific critical documents have been translated and are available online. School created documents (letters, flyers, notifications) are translated by many of our bilingual staff members. The school community is informed of the translation and interpretation available upon a student's registration in the school. During Parent Curriculum Night, the school's administration, the Parent Coordinator, and teachers survey and ascertain that translation needs of the school are satisfied. Furthermore, if the results indicate a need to employ outside translators the school will employ these based on parent needs.

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.

Oral interpretations are available for all parent meetings and workshops as needed. The school community is informed of the translation and interpretation available upon a student's registration in the school. If the results indicate a need to employ outside translators the school will employ these based on parents' needs. The phone translation services will also be used when necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The translation services information is located at the front desk in the main office. Parents who need translation first identify the preferred language and then the school contacts the over-the-phone DOE translation services/office.