



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10X085
School Name:	THE GREAT EXPECTATIONS SCHOOL
Principal:	TED HUSTED

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Great Expectations School School Number (DBN): 10X085
School Level: Elementary Grades Served: K-5
School Address: 2400 Marion Avenue Bronx, New York 10458
Phone Number: 718-584-5275 Fax: 718-584-7765
School Contact Person: Ted Husted Email Address: thusted@schools.nyc.gov
Principal: Ted Husted
UFT Chapter Leader: Felipe Gonzalez
Parents' Association President: Yokayra Fernandez-Haghighi
SLT Chairperson: Carmen Ortiz
Student Representative(s): N/A

District Information

District: Ten Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza Bronx, New York 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: One Cluster Leader: Chris Groll
Network Number: CFN109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

- 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)
Ted Husted	*Principal or Designee	
Felipe Gonzalez	*UFT Chapter Leader or Designee	
Yokayra Fernandez Haghighi	*PA/PTA President or Designated Co-President	
Madelyn Acevedo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carmen Ortiz	Member/ Teacher	
Tennyson Hurd	Member/ Teacher	
Jeannete Diaz	Member/ Teacher	
Lilian Rodriguez	Member/ UFT Paraprofessional	
Mary Doran	Member/ CSA	
Ileana Figueroa	Member/ Parent	
Takima Martin	Member/ Parent	
Elba Tavaréz	Member/ Parent	
Shani Ortiz	Member/ Parent	
Ana Clase Maria Montero	Member/ Parent Member/Parent	
Minnie Walinski	Member/ Parent	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Public School 85, also known as The Great Expectations School is situated in the Fordham-Tremont section of the Bronx. The school is located a few blocks from the Fordham Shopping District, Metro-North and Fordham University's Rose-Hill Campus. The New York Botanical Gardens and The Bronx Zoo are within a half-mile of the school. Built in 1932, Public School 85 has a 81 year tradition of serving New York City's immigrant and minority children. Currently, nearly 900 families and 1,000 children make up The Great Expectations School's student population and a staff of highly qualified teachers.

In order to meet the diverse needs of our large student population, the school is organized into three small learning communities called academies, each supervised by an Assistant Principal. Our Early Learning Academy serves the needs of students in Kindergarten and First grade. The Expectations Academy serves the needs of students in Second and Third grades. The Scholars Academy serves the needs of students in Fourth and Fifth grade.

Public School 85's vision is supported with strong partnerships. Turn Around for Children supports our efforts in school transformation assisting in providing systems, connections to services and to provide a safe environment for supporting the social and emotional health of our school community. The building houses a Montifiore School Based Health Clinic which provides a range of health services. New York City Mission Society provides an Out of School Time program for our children, afterschool and during school vacation times. Additional partnerships include Mercy College Parent Center, Wellness in the Schools, Police Athletic League, Literacy Inc., Midori and Friends, and Ballet Tech.

Public School 85 has implemented the Common Core Learning Standards and has developed a school wide curriculum to support academic built around the themes of Discovery, Determination, Diversity and Destinations. Our students participate in a range of enrichment opportunities including science, technology, dance, chorus, art, video, and recreation. These learning experiences are offered in specialty spaces such as: the Media Learning Center, Science lab, Auditorium, Gymnasium, Computer lab, Art room and Dance studio.

Public School 85 has implemented a positive behavioral intervention supports system called B.E.S.T. The B.E.S.T. of 85 is based on the belief that teachers and other adults must actively/explicitly teach children expectations for Behavior- Effort- Scholarship and Teamwork.

A school based Teacher Center provides the base for professional learning and access to teaching resources and professional books, supported by a staff of coaches, assessment coordinators, new teacher mentors and consultants. The school's Professional Development and Data Inquiry Teams coordinate a professional learning agenda for the school.

For the 2014-15 school year a strong focus has been placed on supporting our students in the area of reading growth. The school has organized the day to provide additional support in reading for our students in all grades supported by targeted professional development with teachers.

Our parents are our most significant partner in achieving our goals. P.S. 85 has established a school based parent center staffed by a parent coordinator to support our families in our quest to achieve our vision.

VISION STATEMENT

Public School 85 is committed to nurturing the intellectual, physical, social and emotional development of all children and adults in our school.

Technology and the arts will support the differentiation of teaching and learning within small learning communities.

Our school family, together with our neighbors will cooperate in maintaining a safe, caring, respectful, and exciting school environment.

TODAY...TOMORROW...and for THE FUTURE

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

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

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

10X085 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	998	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.9%	% Attendance Rate		89.5%
% Free Lunch	96.3%	% Reduced Lunch		1.5%
% Limited English Proficient	27.6%	% Students with Disabilities		29.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		26.1%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.3%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.12
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	54.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	998	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	95.9%	% Attendance Rate			89.5%
% Free Lunch	96.3%	% Reduced Lunch			1.5%
% Limited English Proficient	27.6%	% Students with Disabilities			29.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			26.1%
% Hispanic or Latino	71.7%	% Asian or Native Hawaiian/Pacific Islander			1.2%
% White	0.3%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			9.12
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4			6.4%
Science Performance at levels 3 & 4 (4th Grade)	54.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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	02,03, 04,05				
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% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.12	
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Science Performance at levels 3 & 4 (4th Grade)	54.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

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

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

Part 1b. Needs/Areas for Improvement:

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

Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school leaders and teachers have collaboratively developed a Literacy curriculum which is aligned to the CCLS. The curriculum is divided into four school wide themes which are divided into quarters which span the school year: Discovery, Determination, Diversity and Destiny. Assessments of Teaching and Learning are based on performance and utilize a school wide grading system. Teacher Teams are working together to enhance their ability to use student work to make shifts in teaching practices and to further expand the incorporation of arts and technology across the curriculum.

The recommendation listed in the May 2014 Alternative Quality Review for this tenet: Ensure that school leaders use a systemic plan to provide teachers access to robust pedagogical support, materials, and training aligned to common core learning standards curriculum and instructional shifts for individual and subgroups of students.

Part 2 – Annual Goal

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

By June 2015, all teachers will implement the P.S. 85 Common Core aligned curriculum and participate in professional development activities which support the instructional shifts and pedagogical practices. This will result in 70% of all students in grades one through five demonstrating growth of at least one performance level

in ELA performance as measured by a comparison of Fall and Spring Performance Based Assessments using a school developed common core aligned holistic rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> ● Coaches from Turnaround for Children will provide professional development and in class support in pedagogy for teachers with a special focus on practices which support Economically Disadvantaged children and aligned with the Danielson Framework 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Coaching staff from Turnaround for Children</p>
<ul style="list-style-type: none"> ● The professional development team will coordinate professional development in CCLS content as well as the use of student work to inform instructional practices to support individual students. 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Coaching staff from Turnaround for Children</p>
<ul style="list-style-type: none"> ● Parent Workshops will assist include parents in opportunities to support the academic and social/emotional needs of students 	<p>All students and families in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along</p>

			with Coaching staff from Turnaround for Children

Part 4 – Resources Needed

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

Resources include all pedagogical staff, Consultants form Turn Around for Children, professional literature, 80 minute Professional Development block, and throughout the school day.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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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:

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

School leaders will provide ongoing progress monitoring throughout the school year. Progress toward this goal will be conducted in grade level teams following the January 30, 2015 completion of the second quarter with the expectation that a minimum 70% of all students have demonstrated growth in the dimensions of the rubric which will lead to a holistic increase.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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

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

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

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

Part 1b. Needs/Areas for Improvement:

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

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has adapted instructional practices which support safe and consistent learning environments throughout the school. In partnership with Turn Around for Children the school provides teachers with professional development to implement cooperative learning structures consistently throughout the school. The school wide Positive Behavioral Support program B.E.S.T. (Behavior, Effort, Scholarship and Teamwork) teaches and reinforces behaviors which are conducive to teaching and builds self-esteem.

The recommendation listed in the May 2014 Alternative Quality Review for this tenet: Increase strategic decisions so that the school community utilizes a focused plan based on data to support students in a timely fashion to impact closing the achievement gap.

Part 2 – Annual Goal

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

During the 2014-15 school year, the school will implement a positive behavior program (Turnaround for Children) with socio-emotional practices which will result in a 10% reduction in principal and superintendent suspensions as evidenced through OORS reports. Classroom implementation will be measured using the Classroom Assessment Scoring System (CLASS) in the fall of 2014 and again in the Spring of 2015 which will demonstrate a 5% increase in the number of teachers scoring in the high range.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Conduct a needs assessment to strategically support all students with a particular focus in the Classroom functioning (Orderly, Productive and Engaged) as well as Relationships (Safe, Supportive and Inclusive) and identify key specific areas for improvement toward closing the achievement gap. 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors along with Coaching staff from Turnaround for Children</p>
<ul style="list-style-type: none"> • The school will be reorganized into grade level bands to support students and target supports to students and teachers. Supervisors will be reassigned to grades to focus observations and supports to the specific demands of each grade 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors</p>
<ul style="list-style-type: none"> • An increased concentration of Academic Intervention teachers reassigned to provide early interventions in Reading and Math basic skills in grades K-2. An afterschool/Saturday program will provide additional academic support to students in grades 3-5. 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors</p>
<ul style="list-style-type: none"> • Administrative assignments which do not directly impact classroom instruction and supervision will be assigned to a single assistant principal so as to increase the classroom and teacher support on all grades. 	<p>All students in all grades including Students with Disabilities</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel:</p>

	and Second Language Learners		including coaches, assessment coordinators and Counselors
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Part 4 – Resources Needed

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

Resources include all pedagogical staff, Consultants form Turn Around for Children , Leveled reading Libraries, Instructional materials and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace).

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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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:

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.

School leaders will provide ongoing progress monitoring throughout the school year of OORS reports. Progress towards closing the achievement gap will be assessed in grade level teams following the January 30, 2015 completion of the second quarter with the a minimum 70% of all students have demonstrating growth in independent reading levels approaching grade level benchmarks.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

All teachers have received professional development in Cooperative Learning structures. Teachers identify and communicate learning targets in student friendly language to communicate learning outcomes and promote self assessment. The school makes use of Thinking Maps as a tool to support and communicate cognitive skills. All class rooms are equipped with interactive whiteboards and have access to technological tools such as I pads, laptops and visualizers. All classrooms are equipped with level libraries matched to student individual mastery levels for reading practice. Teachers make use of School Pace data base to record, track and communicate student progress in reading skills. Teachers establish long and short term goals with their students targeted toward grade level benchmarks The curriculum is organized around four quarters Discovery, Determination, Diversity, and Destinations, allowing students to explore college and career readiness in the areas of Who am I as a learner, How do I obtain information, Perspective and Point of view and Goal setting supported by curricular resources.

The recommendation listed in the May 2014 Alternative Quality Review for this tenet: Further develop and strengthen teacher instructional practices and strategies to ensure that they are adaptive and aligned to plans for all learners, including English language learners and students with disabilities and provide instructional interventions to students.

Part 2 – Annual Goal

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

By June 2015, 90% of all teachers of students in all grades K-5, including English Language learners and Students with Disabilities will be rated Effective in competencies 1a, Demonstrating Knowledge of Content and

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Professional Development will be provided to all educators in the teaching of reading skills as well as instructional planning based on common core instructional shifts and looking at students work. 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors .</p>
<ul style="list-style-type: none"> • Direct Instruction in the pillars of Reading will be established and communicated as an instructional priority. A reading intervention skills period (half hour daily) will focus on targeted foundational skills to small groups of students in all grades with a concentrated in the early grades 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors .</p>
<ul style="list-style-type: none"> • The Literacy block will be restructured to provide a balance in the instruction of reading skills (guided reading) and CCLS performance tasks. During Extended Learning Time students in grades three, four and five will receive additional support in English Language Arts including direct instruction in needed foundational reading skills. 	<p>All students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors .</p>
<ul style="list-style-type: none"> • Interim goals will be established for each grade and action plans assessed for possible modification at each benchmark by grade level teams and administrators 	<p>All students in all grades including Students with Disabilities</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, Educational Assistants, support personnel:</p>

	and Second Language Learners		including coaches, assessment coordinators and Counselors .
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Part 4 – Resources Needed

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

Resources include all pedagogical staff , Leveled reading libraries, Instructional materials and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace).

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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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:

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.

School leaders will provide ongoing progress monitoring throughout the school year. Progress toward this goal will be conducted in grade level teams following the January 30, 2015 completion of the second quarter with the expectation that a minimum 70% of all students have demonstrated growth in independent reading levels approaching grade level benchmarks.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school's vision was developed collaboratively with stakeholders and is reviewed annually by the school community including our active Parent Teacher Association. Student achievement data is reviewed with the School leadership Team and professional staff. Interim goals are established on each grade level to pace efforts for achievement across the school year. Student progress across the school is monitored through portfolios, performance based assessments, conferencing notes, electronic systems including ARIS and School Pace. School leaders monitor teacher development through the ADVANCE system and observations. The school leadership team monitors family engagement through surveys, participation rates outreach efforts. Weekly Student Intervention team meeting monitor the social and emotional health of our at risk students. School wide practices using cooperative learning structures provide frequent opportunities for teachers to monitor the social and emotional well being of all students.

The recommendation listed in the May 2014 Alternative Quality Review for this tenet: Develop a collaborative school wide plan for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data and align on-going targeted professional development to specific teacher needs

Part 2 – Annual Goal

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

By June of 2014, as a result of cycles of professional development and supports and frequent observations and targeted feedback; all teachers school wide will show an average growth of .2 in competencies 3b, 3c, 3d as measured in formal and formal observations and evidenced in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The school leadership together with teacher leaders will develop and implement an annual Professional development plan which supports the vision and goals of the school. 	<p>All teachers, all students and all families in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, support personnel: including coaches, assessment coordinators and Counselors along with Coaching staff from Turnaround for Children</p>
<ul style="list-style-type: none"> • Supervisors will provide timely and actionable feedback on observation based on student data to support improved teaching practice and student achievement. 	<p>All teachers and all students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, support personnel: including coaches, assessment coordinators</p>
<ul style="list-style-type: none"> • Formal and informal observations by supervisors will focus on high leverage competencies : 3b. Using questioning and discussion techniques, 3c. Engaging all students in Learning, and 3d. Using Assessment in Instruction, each which will be supported in professional development. 	<p>All teachers and all students in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, support personnel: including coaches, assessment coordinators and Counselors along with Coaching staff from Turnaround for Children</p>

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Part 4 – Resources Needed

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

Resources include all pedagogical staff

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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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:

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

The principal will provide ongoing monitoring of the impact of professional development as noted in formal and informal observation feedback and ratings. The Advance dash board will be utilized to measure progress in this goal. Progress will be shared with the School Leadership Team in February .

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School leaders meet regularly with parents to share information and offer open forums for discussion around education and community issues.

The “People’s Circle” meets monthly for parents to communicate with each other and discuss common concerns. The principal attends a portion of this discussion by invitation to respond to question and address concerns. The principal addresses all Parent Teacher Association meetings and responds to all questions. The school supports a school website that provides continuous information to parents and families in addition to newsletters, fliers, notices, telephone blasts as well as face to face conversations. Parents are informed of student achievement through reports cards, progress reports, teacher conferences and grade meetings with available translation services. The parent coordinator and Family engagement Coach monitor feedback from families to insure all families feel connected to programs in the school. The school has assigned a parent engagement coach to support teachers and families and provide workshops to support families to assist their children’s social, emotional and academic growth.

The school has partnered with the New York City Mission Society to provide an Out of School Time program for students and families.

The school has partnered with the Wellness in the Schools project to ensure the parents, teachers and students are aware of the importance of health and nutrition in the academic performance of students.

The recommendation listed in the May 2014 Alternative Quality Review for this tenet: Continue to have staff collaborate with leadership to share data with parents through regular communication to foster high expectations for all students and make timely adjustment if strategies are not working.

Part 2 – Annual Goal

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

By June of 2015, by engaging families and the school community in the activities to increase academic achievement including home and out of school reading practice; the percentage of students on target or above for reading practice steps will double in comparison to the June 2014 as demonstrated in a review of Reading Logs and documented in the School Pace Data system for the 100 book challenge.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers supported by school leaders will make use of the Family Engagement block to provide regular communications with parents including workshops, newsletters, parent meetings, conversations etc 	<p>All students and all families in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, parent coordinator, parent leaders, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors .</p>
<ul style="list-style-type: none"> • Parents will be encouraged to place a greater priority on home reading practice and the use of skills cards. 	<p>All students and all families in all grades including Students with Disabilities and Second Language Learners</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, parent coordinator, parent leaders, Educational Assistants, support personnel: including coaches, assessment coordinators and Counselors .</p>
<ul style="list-style-type: none"> • Parent workshops will be held by classroom teachers and coaches to support parents with the use of skills cards and reading practice. 	<p>All students and all families in all grades including Students</p>	<p>September 2014 through June 2015</p>	<p>Principal, Assistant Principals, teachers, parent coordinator, parent leaders, Educational</p>

	with Disabilities and Second Language Learners		Assistants, support personnel: including coaches, assessment coordinators and Counselors .
<ul style="list-style-type: none"> School leaders will communicate expectations with families during parent meetings and events. 	All students and all families in all grades including Students with Disabilities and Second Language Learners	September 2014 through June 2015	Principal, Assistant Principals, parent coordinator, coaches and parent leaders.

Part 4 – Resources Needed

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

Resources include all pedagogical staff , Blackboard connect phone system and on-line educational subscriptions and progress monitoring tools (I-Ready, School Pace

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
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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:

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

School leaders will provide ongoing progress monitoring throughout the school year of home reading logs. The School Leadership Team will include Parent and Family Engagement and participation rates on their agendas throughout the school year and make adjustments to the implementation of the Parent Involvement Plan as needed by February.

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

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students in Grades K-5 participate in an a 30 minute intervention/independent reading period daily *First and Second Grade students are supported with a push-in Reading specialists using an RTI model and reduced student teacher ratio. *Targeted students in Grade 3-5 participate in an assessment driven afterschool program.	Foundational Reading skills development, Workshop model, computer based instruction, guided reading	The intervention/independent reading period provides opportunity for both small group and one-to-one conferencing/instruction *Tier two intervention is provided in small group and one-to-one outside of the Literacy block. The whole class receives reduced student teacher Tier 1 interventions. * Small group instruction and one- to- one tutoring are provided along with Computer Assisted Instruction	The intervention/independent reading period is provided daily and extends the school day by thirty minutes. * This intervention is delivered during the school day
Mathematics	Targeted students in Grade 2-5 participate in an assessment driven Saturday program.	Workshop model, computer based instruction, guided problem solving	Small group instruction and one- to- one tutoring are provided along with Computer Assisted Instruction	Saturday Program 4 hours per week
Science	Students in Grades 3- 4 receive two reduced class size enrichment periods weekly	Investigations, experimentation and computer based instruction	Reduced class and small group with two teachers	During the school day in the science lab
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in Grades K-5 are identified through an IST/SIT team and are provided at-risk services by through a school based Guidance Counselor and /or a Bilingual School Social Worker. Social Work Interns provide additional supports in consultation with school staff.	Varied based on student individual needs.	On-on-one and small group sessions during the school day and in after school groups	These services are provided during the school day and in after school groups

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June of 2015 75% of all participating students, including students with disabilities and English Language Learners will show progress of a minimum of an average of 25 scale score points on the Spring ELA exam.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Students in grade 3-5 who scored below a Scale Score of 299 on the Spring 2014 ELA exam and students in grade three identified as at-risk based on the IRLA Assessment.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The P.S. Extended Learning Time program is structured to provide academic support through the use of Direct Instruction in Reading and Test Sophistication using the NY Ready ELA Instructional program and individualized computer assisted learning experiences through I-Ready and independent reading, social and emotional supports are built into the flow of the program using cooperative learning structures developed by Dr. Spencer Kagan. The school social worker provides small group sessions to support targeted students in small group sessions. Enrichment in the Arts, Science, Physical Education and Technology will be offered weekly to

Part 2c. Is the ELT program voluntary or compulsory?

x

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Participation in weekly Enrichment activities will be dependent upon participation in the academic portion of the program attendance outreach and monitoring will conducted by the program supervisor and a secretary.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including

school-based staff and any high-quality community partners that will be involved.

2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The Implementation and on-going coordination of the ELT program will be the principal and assistant principal. One assistant principal will be responsible for the daily supervision of the program.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Staffing: 1 Supervisor, 9 teachers, 1 Secretary
 Instructional Resources: NY Ready and I-Ready site license, Leveled Libraries and instructional materials, Schedule changes will include an extension of the school day

Part 3c. Timeline for implementation and completion, including start and end dates.

Beginning Wednesday December 8, 2014 through Friday June 12, 2015 the program will be offered three days per week for three hours each day. During the spring semester additional Saturday academies will support students who did not meet the mid year bench mark.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy	x	Title I SWP		Title I TA	x	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

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

N/A

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

A benchmark pre-test will be administered at the start of the program, interim assessments are used to measure student progress with a goal of 75% of students scoring 75% or more on the assessment. Additional progress monitoring is conducted using data reports from I-Ready and the Independent Reading Leveling Assessment. A post test will be administer in late spring to assess the success of the students and the impact of the program/teachers

Part 5b. Complete in **February 2015.**

<input type="radio"/> Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The administrative staff works closely with the Network Human Resource manager and local colleges and universities to recruit highly qualified teachers. The 2012-13 New York State School Report Card identifies 94% of school staff as Highly Qualified. P.S. 85's administration will continue to fill any vacancies with Highly Qualified teachers and use Title 1 funding to support the permanent certification or additional certifications for teachers requiring additional course work or exams.

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).

Network and School based coaching and mentoring, supported by contracted consultants provide on going support and professional development for all staff to ensure highly qualified teachers and practices. Differentiated support is provided and informed by formal and informal observations and the review of student work. Teacher teams meet regularly during common planning time to discuss student work and share best practices. Teachers participate in professional development sessions with Turn Around for Children of Classroom Management, Diffusing Disruptive Behavior and Cooperative Learning Structures.

Part 3: TA Schools Only

3a. Use of Program Resources

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

CFN 109 provides comprehensive support to improve student outcomes and school achievement. Both instructional and organizational support is provided to ensure that schools develop organizational strategies to improve student achievement with optimal use of available resources, including staff, time and budget

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).

Ongoing support is provided to analyze and understand summative data which in turn provides the basis for SCEP goal setting, small group intervention planning, curriculum/unit revision and overall student achievement. In addition, ongoing support is provided to schools in implementing the Common Core standards and in developing data driven inquiry strategies and supporting teacher evaluation as part of their school improvement efforts. CFN 109 works comprehensively with its schools in identifying successful programs; determining academic benchmarks; targeting successful external providers and facilitating partnerships; and collecting information to enhance planning, implementation and accountability.

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.).

Public School 85 holds an open house for interested Kindergarten families during registration and a spring orientation session for families who have been accepted. School staff articulates with local Universal Pre-K programs for articulation and sharing of records and information.

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.

The administration and a representative team of teachers met in the fall of 2014 and selected the school based assessment measures for improving instruction. Teachers participate in inquiry teams to receive professional development in using assessment tools to revise and improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$975,861	X	9,12,15,18,21,27
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	233,848	X	9,12,14,15,18,25,27
Title II, Part A	Federal	276,412	X	

Title III, Part A	Federal	33,588	X	18,21
Title III, Immigrant	Federal	1,464	X	
Tax Levy (FSF)	Local	6,161,598	X	9,12,15,18,21

¹**Explanation/Background:**

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, along with 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, Public School 85 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team/ Title I Parent Committee, the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator and a Family Engagement Coach to serve as a liaison between the school and families. The Parent Coordinator and the Family Engagement Coach and additional school staff will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents

of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Family Nights where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Team/Title I Parent Committee, Parent-Teacher Association;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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;
- establish procedures 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)

Public School 85, 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.

School	Parents and Guardians	Students
Communications		
<p><u>The school will:</u></p> <ul style="list-style-type: none"> ○ host monthly parent teacher association meetings to keep parents informed and to address parent concerns. ○ host open school week events and parent teacher conferences to keep parents informed of student progress ○ send monthly calendars and notices to keep parents informed of events and important dates ○ host academy community meetings and school wide family events for students and parents to attend to share learning experiences and celebrate student achievement. ○ host monthly School Leadership Team meetings which are open to the school community to develop and monitor the school's comprehensive educational plan. Meeting minutes will be publicly posted. 	<p><u>Parents and Guardians will:</u></p> <ul style="list-style-type: none"> ○ attend and participate in the parent teacher association in order to get information and to share ideas. ○ participate in open communication and attend parent teacher conferences in order to be informed of their child's progress. ○ read monthly calendars and notices in order to be informed of school events and important dates and respond accordingly. ○ attend and participate in community meetings and family activities in order to be active participants in their child's learning and achievement. ○ return surveys and participate in meetings to assist the School Leadership Team in the development of the school's Comprehensive Educational Plan. ○ notify school of any changes in personal contact information. 	<p><u>Students will :</u></p> <ul style="list-style-type: none"> ○ bring home and share the school calendars, notices and other information with their families. ○ pass along notes between parents and teachers when asked. ○ remind their parents of meetings and events and discuss their class work with their parents and families. ○ attend family events together with their parents and share their learning experiences.
Academic Expectations		
<p><u>The school will:</u></p> <ul style="list-style-type: none"> ○ set high expectations for student learning based on the New York Common Core State Standards ○ will employ and assign qualified teaching 	<p><u>Parents and Guardians will:</u></p> <ul style="list-style-type: none"> ○ discuss their child's academic work with their child and ask questions to school staff. ○ communicate with their child's teacher to be informed of the requirements of the class and grade. ○ establish routines for reading 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> ○ share and discuss the things they are learning with the parents and families. ○ ask questions and seek extra help when they need assistance. ○ do homework, read daily,

<p>professionals in all subject areas.</p> <ul style="list-style-type: none"> ○ ensure teachers set and communicate grade appropriate goals and assign class work and daily homework for each student. 	<p>together, completing homework and other assignments and will monitor their child’s assignments.</p> <ul style="list-style-type: none"> ○ check and sign their child’s daily reading log and review their skills card 	<p>complete all assignments and actively participate in class lessons.</p> <ul style="list-style-type: none"> ○ practice their independent reading for at least thirty minutes everyday
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School	Parents and Guardians	Students
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Engagement

<p><u>The school will:</u></p> <ul style="list-style-type: none"> ○ encourage and welcome all families to be part of the school community. ○ schedule meetings, workshops and performances during the day and in the evening to allow for all parents to participate in the school community. ○ provide interpretation and translation services to openly communicate with all parents. ○ schedule meetings with parents and make telephone calls to share information about student learning. 	<p><u>Parents and guardians will:</u></p> <ul style="list-style-type: none"> ○ partner with the school to build a sense of school community. ○ attend meetings, workshops and performances as active members of a school community. ○ Use available translation and interpretation services to openly communicate with the school. ○ schedule and attend appointments with teachers and school staff as needed to ensure open communication and respect. 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> ○ cooperate with their classmates and teachers to work as a community. ○ actively participate in class discussions and projects. ○ try their best at all times. ○ work by themselves and with others.
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Safety and Respect

<p><u>The school will:</u></p> <ul style="list-style-type: none"> ○ develop an annual school safety plan to be approved by the New York City Police Department to provide a safe and orderly school building and learning environment. ○ establish school rules and procedures for student conduct and discipline in accordance with Department of Education regulations. 	<p><u>Parents and guardians will:</u></p> <ul style="list-style-type: none"> ○ follow all safety procedures and follow visitor guidelines throughout the school. ○ review the Department of Education Code of Conduct with their child and share their expectations for cooperation. ○ Communicate with and treat all members of the school community with respect at 	<p><u>Students will:</u></p> <ul style="list-style-type: none"> ○ follow all safety procedures in order to help maintain a safe and secure school environment through the school and school grounds. ○ discuss the Department of Education Code of Conduct with their teachers and parents to understand expectations. ○ Communicate with and treat all members of the school community with respect at all
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<ul style="list-style-type: none"> ○ communicate with and treat members of the school community with respect at all times. ○ report all violations of the law and school policies to the proper authorities. ○ Set expectations which guide students to do the B.E.S.T. and encourage adults to accept the responsibility of being a “role model” for children at all times in and around the school. 	<p>all times.</p> <ul style="list-style-type: none"> ○ report all violations of the law and school policies to the proper authorities. ○ choose to accept the responsibility of being a “role model” for children at all times in and around the school and support the expectations of the school. 	<p>times.</p> <ul style="list-style-type: none"> ○ report all violations of the law and school policies to the proper authorities. ○ be their B.E.S.T. and follow the expectations for Behavior, Effort, Scholarship and Teamwork in all areas of the school.
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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.

**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 10	Borough Bronx	School Number 085
School Name The Great Expectation School		

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

Principal Ted Husted	Assistant Principal Mary Doran
Coach Paola Moore-Pagano	Coach type here
ESL Teacher Joanny Garcia	Guidance Counselor Wendy Naar, LMSW
Teacher/Subject Area Cornielly Cajoux, Bil. teacher	Parent Yokayra Fernandez
Teacher/Subject Area type here	Parent Coordinator Aracelis Lopez
Related Service Provider type here	Other Adelina LLupa, ESL
Network Leader(Only if working with the LAP team) type here	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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1013	Total number of ELLs	275	ELLs as share of total student population (%)	27.15%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	280	Newcomers (ELLs receiving service 0-3 years)	247	ELL Students with Disabilities	61
SIFE	7	ELLs receiving service 4-6 years	32	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	151	7	16	7	0	2	0	0	0	158
Dual Language										0
ESL	85	0	41	26	0	14	1	0	0	112

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	236	7	57	33	0	16	1	0	0	270
Number of ELLs who have an alternate placement paraprofessional: <u>17</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	23	24	28	36	28								163
SELECT ONE														0
SELECT ONE														0
TOTAL	24	23	24	28	36	28	0	163						

*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	15	16	23	14	15	13								96
Chinese					1									1
Russian														0
Bengali	3			1										4
Urdu														0
Arabic														0
Haitian														0
French	1		1	1	3	1								7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		4	1	1								8
TOTAL	20	17	24	20	20	15	0	116						

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)	28	10	12	10	16	10								86
Intermediate(I)	0	13	17	16	16	8								70
Advanced (A)	17	16	19	20	16	24								112
Total	45	39	48	46	48	42	0	0	0	0	0	0	0	268

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	38	3	0	0	41
4	28	4	0	0	32
5	60	0	1	0	61
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	32	7	9	3	1	0	1	0	53
4	16	7	9	2	0	0	0	0	34
5	49	11	5	0	0	0	0	0	65
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	5	1	6	2	16	3	2	0	35
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)	16	18	13	12				
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 assessment tool used to assess the early literacy skills of ELLs are Independent Reading Level Assessment (IRLA) and Developmental Reading Assessment (DRA). These assessments are available to spanish speaking students with little or no english.
 The insights that the data provides regarding ELLs is that there are diverse needs with our ELLs. In addition, our ELLs have interrupted

schooling and limited academic vocabulary. They also display difficulty maintaining stamina while reading for long periods of time. This data will help inform our school's instructional plan in that our current intervention plan is showing progress and therefore we will maintain this intervention period to enhance the learning of our students.

Quantitative Data: Data suggests 65% of our students schoolwide showed growth schoolwide and our ELLs showed 46.4% in ELA and 36.2% in Mathematics.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal that schoolwide we are seeing growth in beginners and intermediate proficiency levels from one year to the next. However, there is a significant drop from advanced to proficient. As for the LAB-R, it isn't a reliable predictor of proficiency in future grade levels. Most kindergarten students score advanced since it is an oral exam and once in first grade may show a decline because the NYSESLAT includes more components. In addition, the students writing shows deficiencies and needs more depth which in turn is a hindrance in reaching proficiency level on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
DATA IS NOT AVAILABLE.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The patterns across proficiencies and grades are that students who take the Mathematics exam in their native language scored better than those who took the exam in English. However the gap in proficiencies is very small.
We have not used the the results of ELL Periodic Assessment in the past, however we will be using the results of the assessment this year.
We have learned that it needs to be implemented to inform our instruction. Native language is being used in content areas and in small group differentiated instruction. In the ELL program the native language is used to highlight cognates of words that may mean the same in the native language in spanish. When possible we use the transaltion of some of the words being used in their native language. In addition, students are encouraged to use their native languages to learn and enhance second language development and encourage transference of the native language strengths into the second language acquisition.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
We are in the process of developing beyond our intervention period which provides tier 2 instruction to all students and throughout our curriculum areas. Students are identified for RTI services using multiple forms of classroom data such as Performance Based Assessments and student classwork and teacher observation. Instructional support is delivered to students depending on need, based on their performance in the classroom and assessments as well as teacher observation. Tier 2 instruction is determined within the classroom based on similar academic needs. One on one conferencing is used throughout the curriculum areas to address the students needs based on the multiple data received in tier 1 instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in instructional decisions by identifying students who need help in basic skills and more complex skills and providing differentiated instruction based on their strengths. We use performance based assessments and build on the student's language strength to enhance the second langauge acquisition. In bilingual classes students receive native language instruction in Spanish as a whole group for some core subjects and in a small group setting when the instruction was delivered in english. Once the student feels comfortable enough and has the basic skills to understand and communicate socially the amount of english is incrased. Teachers use total physical response to communicate and get their point across. This usually occurs mid year like in January considering that they have been attending school since September. The data used in a the transitional bilingual program is the DRA, Independent Reading Level Assessment (IRLA) in both Spanish and English and the Estrellita program for the lower grades.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our ELLs is demonstrated through their success in acquiring the academic language needed to succeed in school and in life. This success will also be demonstrated through their continuous progress in all of the components of the NYSESLAT and their performance on other standardized and non-standardized assessments. In addition, we use the Spanish IRLA to determine mastery and Spanish DRA to determine instructional levels and needs.

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 Home Language Identification Survey is administered by one of the ESL teachers when parents first enroll their child in our school. One of the members of the ESL team (Ms. Garcia, Ms. Torres, Ms. Llupa and Ms. Rodriguez) administers the Home Language Identification Survey (HLIS) to determine the child's home language, as part of our schools general intake procedure. The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child. The pupil secretary (Ina Echevarria) ensures the entry of this information in the designated ATS screen. Completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record and a copy is kept in room 120 (ESL room).

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English is spoke, understood, written or read in the home. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language, during the HLIS procedure or at any time they interact with school personnel. If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered the LAB-R to determine the English proficiency level.

Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of beginner, intermediate, and advanced), see the DOE's LAB-R Assessment Administration Memo. All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R must also be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services. Note: Spanish LAB scores are NOT used to determine program entitlement.

Both exams are administered by one of the members on the ESL team (Ms. Garcia, Ms. Llupa, Ms. Torres or Ms. Rodriguez) within 10 days of the student's enrollment.

The ESL team then sends letters to identified ELL student's parents or guardians inviting them to a program orientation in which he or she may make a program choice for one of the three bilingual programs offered. The ESL team sends out entitlement or non-entitlement letter to the parents/guardians of each student who was tested, informing the parents or guardians of whether or not the student was deemed eligible for ELL services, based on LAB-R results.

Once a parent or guardian has made a program choice, then the student is placed in the appropriate class/program as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). During the time prior to the parent/guardian attending the program orientation, the school makes the best choice possible for the student, so that s/he receives services in the interim. After program orientation, the ESL team informs the respective administrator whether or not the placement of this child should remain the same or if a change needs to be made based on the parent's decision in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all

pertinent documentations related to ELLs in their cumulative records and a copy on file in room 120. Final placement is done by one of the four administrators.

To ensure that all steps are followed during the registration/identification process, we use the intake/monitoring checklist provided by the Division of Students with Disabilities and English Language Learners. We ensure that all ELL students are identified and receive the appropriate instructional services within 10 days of enrollment. To do this, Ms. Naar, our bilingual school social worker meets with new families to ensure that placement is correct. In addition, our four ESL teachers are part of the process for identifying and placing ELLs. These four ESL teachers are also part of the registration team (Ms. Llupa, Ms. Garcia, Ms. Rodriguez, Ms. Torres) and they make sure that parents of ELLs are supported throughout the registration process in their native language and throughout the school year. Translations are provided as needed in other languages.

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.

When a new ELL enrolls in our school, we inform parents of the three instructional models available in New York City (TBE, DL, Freestanding ESL), regardless of whether the preferred model is currently offered in our school. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation with one of the pedagogues on the ESL team (Ms. Garcia, Ms. Llupa, Ms. Torres and Ms. Rodriguez, Ms. Diaz (parent engagement coach) and Ms. Doran(assistant principal). During the Parent Orientation they view a DVD, which explains the three program options and is available in 13 languages. After they view the DVD, parents/guardians are given a chance to ask questions and discuss their concerns, so that they understand each program, its implementation and goals, and so that they can make a judgment about ranking their preferences. During the orientation, we also provide information on standards and assessments. Once parents are informed of all three program options, they fill out the program selection form ranking their preferences as far a program choice and they complete a parent survey about the DVD. These forms are secured and the choice of the parents is entered as indicated on the Parent Survey & Program Selection Form, in the designated screen in ATS (ELPC) as forms are completed (Ms. Ina Echevarria, Pupil Personnel Secreatry). The parent's first choice is entered, regardless of whether that choice is currently offered at the school.)

Our ELL students are placed in the parents' program of choice within ten days of enrollment. If there are insufficient numbers of students to form a bilingual class which would accommodate a parent's choice, we provide them with the following two options, and maintain a record of their response. The first option is to support the child who remains enrolled at our school in one of the existing programs—if the parent chooses this option, we immediately place the child in that program and begin servicing him/her. The second option is that the parent/guardian can opt to transfer their child to a different school where there are sufficient numbers of students to create a program of the parent's choice on the grade level of the child. To do so, we contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While we await the transfer, the child remains temporarily in an ELL program in the school until the transfer is completed.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts by our ESL team (Ms. Garcia, Ms. Torres, Ms. Llupa and Ms. Rodriguez) and Ms. Lopez (parent coordinator). While waiting for a parent to complete the form, the school provides mandated ESL services based on the student's proficiency level, in the temporary placement established prior to, or at the time of identification as ELL.

Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed (program placement letter). This last step is essential so that parents/guardians receive a written notice about the program in which their child has been placed. This notice offers contact information, should they have any further questions.

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

Our school ensures that Entitlement letters, Parent surveys and program selection forms are handed out to parents and/ or given to the student to be taken home and signed by the parent. Once signed they return to one of the members on the ESL team (Ms. Garcia, Ms. Torres, Ms. Llupa and Ms. Rodriguez) The four ESL teachers follow up with the students or make phone calls home to ensure return of the respective forms. When parents return the signed forms they are placed in their cumulative records and a copy is stored in room 120. All forms that need signature from parents of ELLs are sent and collected by any of the four ESL teachers. Ms. Llupa and Ms. Garcia make sure that all correspondence are returned and completed in a timely fashion by constantly communicating with the parents via telephone conversations, meetings in person and e-mails when available. Our parent coordinator, Ms. Lopez, also assists with outreaching to parents, the teachers of respective ELL students also follow up with collecting

and submitting correspondence. Entitlement letters are also given to parents of new entrants. Continued entitlement letters as well as non-entitlement letters are sent home with the students or given to parents by the classroom teachers of those students or one of the members of the ESL team.

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.

At the time of registration all students entering our school or a NYC public school for the first time are given a Home Language Screening Questionnaire. One of our four certified ESL teachers (either Ms. Llupa, Ms. Rodriguez, Ms. Garcia or Ms. Torres) administer the questionnaire. If the student's home language is other than English or if his/her native language is other than English, then the student is given an informal interview in his/her Native Language and in English. If the student speaks a language other than English and speaks little or no English, then a LAB-R (Language Assessment Battery-Revised) is administered. The Spanish LAB is administered to all entitled students with a home language code of SP within 10 days of initial enrollment. The scores of both the LAB-R in English and in Spanish are hand-scored (hand-scored are kept on file at this school) and submitted as per the ELL administrative calendar.

- If the student LAB-R score is at a level of beginner, intermediate or advanced, he or she is considered an LEP (Limited English Proficient). Only students who score Proficient are not LEP.
- Once a student has been identified as a LEP as per the guidelines/assessments, then the student is placed in the appropriate class/program and as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). To do this, we review the parent survey and program selection forms and place these students in programs/classes based on the parents' choice in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs on file in room 120.
- Once the student has been appropriately assessed and placed, and the student has been classified as an ELL, s/he is assessed annually, usually in the spring, with the New York States English as a Second Language Achievement Test (NYSESLAT). We use the ATS reports to determine NYSESLAT eligibility (e.g. RLER, RLAT, RHSP, HISE, RLAB). Our testing coordinator, Ms. Szekely, in conjunction with the four ESL teachers, bilingual teachers and supervisors, ensures that all of the components of the NYSESLAT are administered to every eligible ELL in grades k-5. We follow testing procedures and accommodations, as needed, to administer the four components as per mandates and regulations. All LEP students are required to take the NYSESLAT until proficiency in all components is reached. Once these students earn an overall score of Proficient on the NYSESLAT, they are referred to as former English Language Learners and they no longer have to take the NYSESLAT. These students, however, are still provided with the necessary support and accommodations to help them transition for at least 2 years after proficiency has been acquired.

Performance Based Assessments are administered periodically based on quarters and the unit of study. In addition, the DRA is administered three times a year (September, January and May) and as needed to assess students reading comprehension. The IRLA is an ongoing assessment that is performed daily throughout the year.

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.

Prior to the arrival of materials, the testing coordinator (Ms. Bondi) who coordinates testing for the entire school revises a testing plan, which has been used for several years. Revisions include accounting for systems which are practical for the pertinent school year, identifying personnel who must be involved, creating a roster of all students who must be tested, their locations and programs. Personnel are chosen to proctor and support based on certification, experience and professional attributes. Students are identified to take the NYSESLAT based on their entitlement status.

The speaking tests are the first components to be administered. Preparations are made to distribute the speaking component into groups according to class and/or grade band, depending on the program and distribution of personnel who will proctor. The Speaking subtests is administered within the given time frame. Someone other than the student's teacher administers and simultaneously scores the Speaking subtest within the window allotted for administration of the speaking subtest. This is usually done by one of the four ESL teachers.

All involved personnel are provided with training facilitated by Ms. Bondi (testing coordinator). Training consists of provision of materials (procedural memo, materials for practice delivered to the school, test administration manual), training with practice materials, and explicit procedural directions. Included in procedural directions are instructions for how to assure the students with IEPs receive the mandated modifications, as these apply to the test component. Regulations for what modifications can be provided so as to assure test validity, are reviewed using the documents from New York State, explaining these.

When materials for the operational test arrive, they are secured by Ms. Bondi until the testing window opens. At this time, materials are distributed as was explained to proctors and proctors begin administration. All test materials are secured at the end of each day. Testing continues until all ELL students have been tested, but not beyond the last date for testing in Speaking.

The NYSESLAT plan also includes administration of the components of Listening, Reading and Writing. Since these are group administered, the groups are organized and proctors identified according to numbers of students in the grades. Dates from among those permissible by New York State, are chosen for initial administration and a make-up plan is also created. IEP mandated modifications are also used to create groups. NYS mandates for how to provide these modifications, and which ones can be provided, so that test validity is assured, are also used to make grouping decisions.

Following revision of the plan to administer these components of the operational NYSESLAT, another testing procedure and training meeting is held. Like the meeting for the Speaking component, all proctors involved are mandated to attend, receive materials (memo, training materials, test manual) and are provided with guidance for how to properly administer the test.

The Listening, Reading and Writing components are administered on the appointed dates. Make-up testing usually follows the test date for each component, immediately. The family workers and secretary are enlisted to make calls to all parents/guardians of any students absent for the initial administration of any component of the test, and problem solving steps are taken to assure the student attends school to take the test component missed.

Assessments that assess all four modalities are administered periodically based on quarters and the unit of study. In addition, the DRA is administered three times a year (September, January and May) and as needed to assess students reading comprehension, writing and oral fluency. We also use the IRLA which is an ongoing assessment that is performed daily throughout the year.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

Most parents at P.S. 85 usually select Transitional Bilingual Education (TBE) if the child has been identified as an ELL who is dominant in Spanish and ESL if the child speaks little or no Spanish, but is considered an ELL. Some parents of Spanish-speaking students who have not passed the LAB-R or the NYSESLAT opt to have their child in ESL regardless if they know that we can provide TBE in the child's native language, however this is not the norm.

Being that parent's choice is mostly if not all centered around transitional bilingual education or esl yes our programs are aligned with the parents choice.

We will continue to provide parents with the choice of the three programs and meet their needs based on the choice that they prefer.

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])?

In order for English Language Learners attending P.S. 85 to meet the high standards set for all students and to equally participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day. Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with - Push-in Model/Freestanding ESL and Transitional Bilingual Education (TBE). The students are placed heterogeneously throughout the grades. Depending on the needs of the students they are provided with the required time as per proficiency in either a push in model or a small group pull out.

Our Push-in/Freestanding ESL Program:

Our Push-in/Freestanding ESL Programs provides instruction in English with native language support with an emphasis in English language acquisition. The ESL teachers work with ELLs during content area instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The teachers in this program use ESL methodologies and native language support as per the student's New York State English as a Second Language Achievement Test (NYSESLAT) scores. The English as a Second Language push-in/freestanding program staff consists of four fully-licensed ESL teachers (Ms. Garcia, Ms. Torres, Ms. Llupa and Ms. Rodriguez) who service students from grades K-5. Students in the push-in/freestanding ESL receive instruction depending on their proficiency level. As per their NYSESLAT score, students in the Beginning (B) and Intermediate (I) levels receive 360 minutes of ESL instruction per week. Students who are in the Advanced (A) level receive 180 minutes of ESL instruction per week. The needs of our students are determined by their performance on the NYSESLAT and for the newly enrolled students by the Home Language Interview Survey (HLIS) and the Language Assessment Battery-Revised (LAB-R).

Description of our Push-in ESL program:

Push-in ESL- Three Models

P.S. 85 uses Push-in ESL in 9 classes (one 5th grade class, three 4th grade classes, one 3rd grade class, one 2nd grade class, two 1st grade classes, and one Kindergarten class). In our push-in model the ESL teacher comes into the classroom to service students for the mandated time as determined by their New York State English as a Second Language Achievement Test scores (NYSESLAT) (90 minutes, 180 minutes, 360 minutes) during content area instruction. The ESL teacher and the classroom teacher work together to plan and to make sure those students are receiving support as they receive content area instruction (e.g. Social Studies, ELA, Science, Math, Arts). In this model both teachers work in collaboration to provide language acquisition and vocabulary support while retaining content instruction time.

Models of Push-in ESL:

You might see the ESL teacher and the classroom teacher involved in any one of these models:

1. Team-Teaching

In the team-teach model, the ESL teacher and the classroom teacher take turns delivering lessons with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ESL teacher makes the content area material accessible to all learners. This is an extremely effective push-in model.

2. Small-Group Instruction

Within this model, the ESL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. This is also a time to teach more basic language skills or grammar points. The best Big Goal for this model is objective mastery and reading level. The small group lesson aligns to the classroom teacher's lesson if possible, but can also be aligned to a year-long plan that the ESL teacher may create based on ESL and ELA objectives and standards.

3. One-on-One Instruction

Another way that the ESL teacher services his/her students is by sitting with the students one-on-one to assess reading and writing skills during independent reading time or independent work time. The skills the ESL teacher addresses during the one-on-one sessions are aligned to the classroom teacher's curriculum based on ESL and ELA objectives and standards.

Pull-Out/Freestanding ESL

We use the ESL Pull-out program to service students according to their level on the NYSESLAT, its four components and grade level. The pull-out/freestanding model allows ESL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs.

ESL students are taken out of their classes as per their mandated time as determined by their scores on the four components of the NYSESLAT (90 minutes, 180 minutes, 360 minutes) to receive ESL instruction in smaller class sizes with students of similar proficiency levels. The ESL teacher aligns his or her teaching to the ELA/ESL standards so the students are receiving scaffold instruction that will enable them to perform successfully in the general education classroom. ESL teachers also incorporate intensive vocabulary and grammar instruction to enable them access to academic content.

The ESL teacher works closely with classroom teachers to ensure that the students are being taught according to the common core standards and that important content is not missed as they are being pulled out.

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)?

Grades K-5 are grouped according to the most recent NYSESLAT scores or LAB-R. The allocation for instructional time is determined by the Scale Score Ranges for determining English Proficiency. Our four experienced ESL teachers service grades K-1, 2-3, and 4-5 respectively. Our goal is to move our ELL students one proficiency level every year so that English proficiency is reached within three years.

There is close collaboration between the ESL teachers and the monolingual teachers of ELLs. The classroom teachers are notified about the test results and about students who become proficient and are no longer entitled to services. For these students, we create a smooth transition for them to become fully immersed in a mainstreamed class and continue to support them after proficiency is acquired through accommodations and differentiation of the lessons in the content areas.

Spanish-English Transitional Bilingual Program

In our Spanish-English Bilingual Transitional Education program students in regular TBE, CTT TBE, Self-contained TBE receive high-standards and quality instruction in the students' native language as they learn English in all content areas. Instruction in English increases as these students' English proficiency increases. In this program, students who are at a beginning level of language proficiency receive 60% of their instruction in their native language in all content areas and 40 % in English with a minimum of 360 minutes of ESL instruction per week. At the intermediate level, students receive 50% of instruction in their native language and 50% in English with a minimum of 360 minutes of ESL instruction per week. Students in the advanced level of proficiency receive 25% of instruction in their native language and 75% in English with a minimum of 180 minutes of ELA instruction per week and 180 minutes of ESL instruction per week. These students receive esl and native language support in all of the content areas (e.g. science, social studies, mathematics). Lessons are differentiated according to our students' language and academic levels and needs. Teacher of TBE and ESL make sure that guidelines are followed when planning for mathematics, social studies, science, reading, writing.

The needs of all of our students are determined by how they perform on the NYSESLAT, DRA, IRLA and for the newly enrolled students by the HLIS and the LAB-R/Sp Lab.

One of the many goals of the ESL and Transitional Bilingual programs at P.S. 85 is to provide all English Language Learners with the opportunity to develop their academic language in all content areas through listening, speaking, reading and writing skills and this will help them to become life-long learners and to function in both English and their native language.

Instruction: ELLs receive instruction in their native language and in the second language as per DOE recommendations (OELL). Our students receive instruction in two languages - the language spoken at home and in English. In the beginning stages of English acquisition, 60% of the instruction is provided in the student's native language and 40% in English and as the student develops fluency in English, instructional time in English in all of the content areas will also increase. Below are the schedules we follow to instruct our ELLs in all of the content areas.

LEP students with disabilities whose IEP recommends ESL or bilingual instruction

English Language Learners who are receiving special education services and who are in either bilingual, ESL or dual language programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/LAB-R scores. At P.S. 85 our ELLs with disabilities are provided with ESL services or Transitional Bilingual Education and if the parents prefer a dual language program, we facilitate those services as well. Students who are receiving ESL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ESL methodologies for the specific amount of time as determined by their NYSESLAT scores. In the Transitional Bilingual program students are taught standards-based subject matter instruction in the students' native language with support with ESL methodology and as per the mandated time. There are four highly experienced ESL teachers providing push in ESL as per mandated guidelines. During this time, the ESL teacher works with the ELL students in content instruction in collaboration with the

regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.

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.

To support students in meeting the Common Core State Standards (CCSS), the Push-In/Pull-Out ESL teacher may provide content area instruction in the case that this instruction may be occurring when the Push-In/Pull-Out teacher is scheduled to go to that class. The Push-In/Pull-Out teachers employ a Content Based ESL Approach to teaching ESL, using various methods for comprehensible input and techniques to support output, in Common Core State Standards-aligned units of study.

Newcomers in Grades 3 through 5 receive CCSS-aligned Math materials in Spanish, although all ELL students receive Math instruction in English, with small group support in Spanish as needed.

Bilingual classroom teachers teach content areas differently in terms of language allocation, depending on the model. In Transition Bilingual Education, the students learn in CCSS-aligned units for all K classes, with lessons developing concepts and proceeding through the units with repetition and translation of content as needed. According to the unit of study, concepts and skills are built sequentially using the language of instruction as a vehicle to progress through the unit. Among second language approaches or methods teachers may use in any program are the Content Based Method, the Natural Language Approach, Total Physical Response, Language Experience Approach, and the Direct Method. Teaching methods may include Cooperative learning, project based ESL, thematic units. Some techniques which are encouraged are the use of modeled oral language and student dialogue and academic conversational routines, and other speaking and listening routines, common in general education, such as turn-and-talk, but with explicit teacher support to help students speak and focus for listening and speaking.

Language and Content objectives are used in planning lessons, including ESL and SSL lessons. Language acquisition and learning strategies are used by all teachers of ELLs to facilitate learning, in all grades. As students reach grades 3-5, and are more metalinguistic and metacognitive they are supported to learn about strategies they may make choices to use of to acquire language or learn in the second language.

The use of multiple modalities for teaching language and content is encouraged and modeled to improve teaching through learning styles, particularly for, but not limited to, students who are ELLs with Special Needs. ESL teachers scaffold lessons orally and in written form to assist students at different L2 stages and levels. Classroom libraries are equipt with appropriate ESL literature and students who speak Spanish and also have the ability to read and write in Spanish can borrow books from the Spanish language libraries. Students in upper grades who arrive in the school with literacy in Spanish are supported to use L1 for writing, as a bridge for learning writing process as they acquire writing abilities in English. These choices depend on many factors, including student needs data showing where each student's greatest needs may be.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that our ELLs are evaluated appropriately in their native language throughout the year we use formative and summative assessments such as Teacher-made assessments as per standards and content area, ELE, LAB-R, SP-Lab, and IRLA are available and administered in Spanish. Translators are used during assessments for students who speak other languages than English and Spanish as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities of English Acquisition throughout the year we administer DRA for reading assessment, Writing samples are collected and assessed with a rubric aligned with the common core, and an analytic rubric for speaking and listening is used for assessing oral language.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At P. S. 85 we are using research-based programs to address the academic and language needs of our ELLs. The main focus of these programs is to differentiate instruction for English Language Learners and SIFE. These programs are Intervention by Design By Rigby.

Another program that we use is Estrellita which emphasis is on phonemic awareness in Spanish - it is multisensory instruction in phonemic awareness, phonics, and fluency. It is sequential, cumulative, structured, systematic, and differentiated direct instruction. It is a continuous diagnostic assessment that informs instruction To enhance the language acquisition for all ELLs and to enhance understanding and comprehension.

SIFE students receive daily specific and differentiate guided and one-on-one instruction for 30 minutes during our intervention period. During this 30 minutes students are either involved in independent reading using the 100 Book Challenge in their native or second language, are involved in individual conferences with the teacher or are working in very small (no more than 3 students) strategy groups with the teacher. SIFE students also receive daily academic support from our bilingual technology teacher and from our literacy teacher.

During the readers and the writers' workshop (90 minutes) these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ESL.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Plan for Newcomers:

- We make sure that teachers (Bilingual, ESL and Monolingual Teachers) are well trained and experienced with ESL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.

- Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings).

- Use the first language score (where available) to differentiate our teaching.

- Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the assistant principal when students are being registered or attending school for the first time.

- Administration of the Home Language Survey.

- Analyze student profiles.

- Differentiated instruction and effective teaching strategies for ELLs.

- Collaboration and planning between ESL and content area teachers.

- Clear understanding of the students' linguistic and cultural backgrounds.

- Clear understanding of the student background knowledge and frame of reference and life experience.

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ESL teachers.

Plan for Alternative Placement in Special Education

- Give students enough time and effective support to develop socially and linguistically.

- Carefully analyze students' profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development

- Have meeting (school team) to determine the student's level of proficiency (bilingual teacher, ESL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team)

- Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services)

- Follow IEP recommendations as needed

Transition Plan for Students Reaching Proficiency

- Notify the parent of the success and give supporting documents.

- Notify the classroom teacher and give supporting documents.

- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.

- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)

•Provide with accommodations/support after acquiring proficiency level on the NYSESLAT

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?

Grade level materials for ELL-SWDs:

Students are supplied with materials and grade level books in all of the content areas in both English and Spanish and materials translated in other languages as necessary (e.g. S.S., Science, Math, Literature, etc.). We also use Thinking Maps - a Language for Learning, which is a resource used to reinforce and enhance comprehension in our ESL, special education and bilingual classes. Thinking Maps is a program that was developed by David Hyerle and Chris Yeager that supports and facilitates the development of language and thinking processes. It engages, as well, our ELLs with disabilities in critical and analytical thinking while supporting their specific learning needs.

We are also placing a lot of emphasis on academic language development and planning for instruction.

All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and enrich our students' comprehension and understanding of content.

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?

English Language Learners who are receiving special education services and who are in either bilingual, ESL or dual language programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/LAB-R scores, IEPs. At P.S. 85 our ELLs with disabilities are provided with ESL services or transitional bilingual education. Students who are receiving ESL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ESL methodologies for the specific amount of time as determined by their NYSESLAT scores. In all of programs students are taught standards-based subject matter instruction in the students' native language with support with ESL methodology and as per the mandated time. There are two highly experienced ESL teachers providing push in ESL as per mandated guidelines. During this time, the ESL teacher works with the ELL students in content instruction in collaboration with the regular/special education classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.

At P.S. 85 we implement the following guidelines to address the language needs of our ELLs in all content areas:

	Beginner	Intermediate	Advanced
ESL instruction for all ELLs	360 minutes per week	360 minutes per week	180 minutes of instruction per week
ELA instruction for all ELLs			180 minutes of instruction per week

ELLs with IEPs also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction. These students also receive instruction as per their language and academic needs during our extended time (50 minutes twice a week).

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		

Courses Taught in Languages Other than English ⓘ

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

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

Science:	Spanish				

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

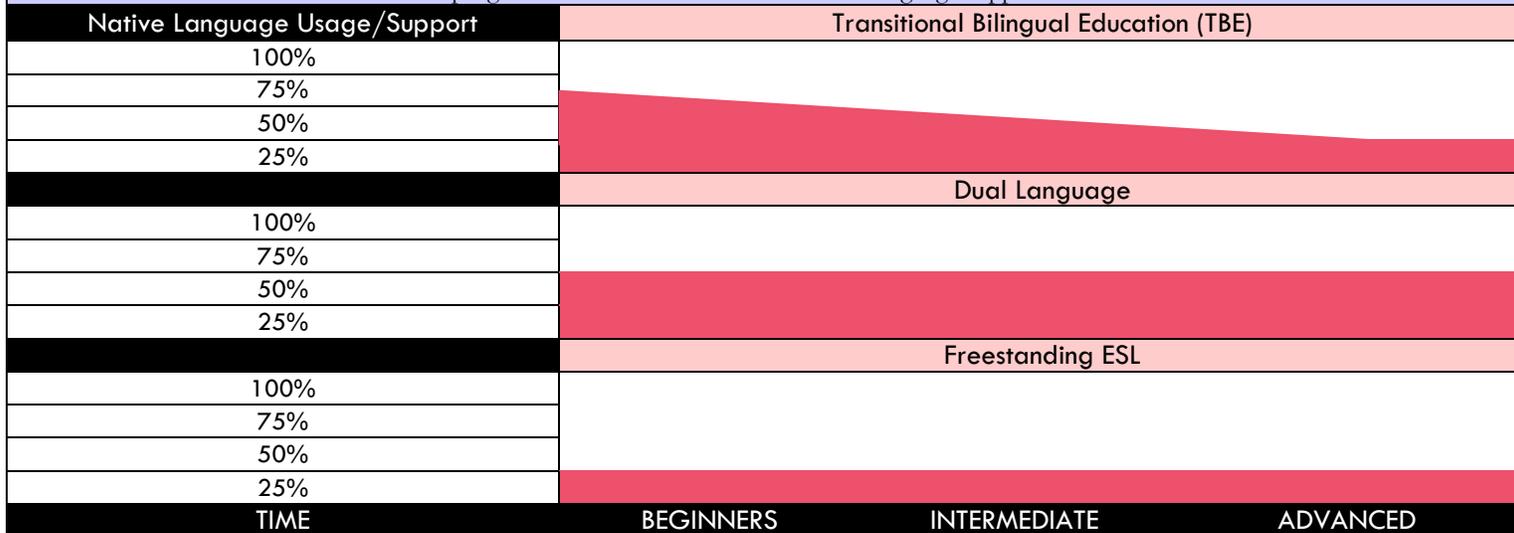
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Support services to LEP students: Other support services:
- In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 46.4% of our ELLs met the 75% growth percentile or higher in ELA and 36.2% of our ELLs met the 75% growth percentile in Math. Our school received bonus points on the school progress report for closing the achievement gap. We are working towards increasing the effectiveness of our current program even more by addressing the needs of ELLs in both content and language development through cooperative learning structures, academic language development and small group targeted instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year we will continue to support all of our ELLs in the content areas through push-in/freestanding ESL, NL support, TBE and improve our AS/intervention services and SETSS for bilingual ELLs.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services at P.S. 85 will be discontinued. However, we will continue to work on improving our academic support with SIFE and newcomers through the use of technology.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At P.S. 85 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. All academies at P.S. 85 have a technology teacher and computers/laptops units to make sure that all students receive technology support. To service our ELLs we also have listening centers and this includes the AWARD Reading program.
- At this time, we are offering an after school program (Extended Learning Time) four times a week. This program addresses English Language Arts. Letters are sent home inviting all students to attend and parents sign allowing students to attend. At PS 85 all of our students have access to the programs offered.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ESL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ESL include Rigby Guided Reading for ELLs, Into English, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads.
- Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ESL include: Smart tables in all special education classes; interactive whiteboards in all classrooms; laptop units are available in every classroom, IPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in ESL and TBE in all content areas through dictionaries, materials in NL, books, text-books, spoken, translations, technology(mentioned above). We also use the recommended language schedule for TBE from OELL.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources offered correspond to ELLs' ages and grade levels by ensuring that all services are provided by teachers certified for the grades. We ensure that materials used are matched to the grades and academic/language needs of the students, including in any class where students are multiple grades/age ranges.
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.

The activities in our school that assist newly enrolled ELL students before the beginning of the school year are that we have a limited amount of Title III funding to offer students a summer program.

18. What language electives are offered to ELLs?

There are no language electives offered to ELLs at our school.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Staff Development (2013-2014 activities)

To ensure that the education provided to ELLs at P.S. 85 is of high standards and quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction.

To strengthen and improve our bilingual, ESL and non-bilingual teachers in the delivery of effective instruction for our ELL students, Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ESL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.

Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, bilingual classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.

We hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the LAB-R and Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments.

An ELL handbook was created this year for all staff and the teachers of our English Language Learners. This handbook contains information and resources that teachers can adapt for the instruction of ELLs in their classrooms. A professional development workshop was provided to study the handbook, review best practice, and to learn about how to best educate English Language Learners.

Our teachers of ELLs also participate in weekly workshops centered around Kagan Cooperative Learning structures for about an hour each session. Implementing these structures throughout the school help promote oral language development to support discussion.

We also have study groups for the understanding of English Language Learners and best practices, as well as Professional Learning Communities for ELLs' mandated services.

We also train our teachers in providing our students with intensive English language instruction and how to teach English language arts to ELLs at all levels of English comprehension. These meetings are held the last Thursday of every month for all teachers for 2 hours. Individual meetings are also held regularly based on informal observations.

Our professional development workshops target all staffs at P.S. 85 ranging from paraprofessionals/educational assistants to social services/counselors social workers to classroom teachers and administrators. These workshops include teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they service or that are assigned to them. These strategies include: Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction: observation, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas.

ESL teachers, as well as the teachers where they push-in to provide ESL services, are provided with monthly common planning time and with workshops about which model to use as they co-teach (parallel teaching, one teach-one observes, etc.).

All agendas and materials are stored in the AP's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through monthly calendars, newsletters, meetings, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have personnel providing services to our ELLs, regular students and their families. We have a Bilingual school counselor and Social Workers, Psychologists, SETSS, a bilingual family engagement coach in grades K-2, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership Team and Parent-Teacher Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates.

Our school is divided into four academies and these academies hold Learning Expos and monthly community meetings. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically.

We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Institute for Family Health, New York Foundling, Fordham Treumont, Montefiore Clinic, Turn Around for Children, Ballet Tech, Mercy College Parent Center, Mission society, learning Leaders. All of these CBOs/Agencies, provide direct and indirect services to all of our parents.

Moreover, to better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages.

Moreover, to better service the parents of ELLs, we have created a parent handbook in both English and Spanish. All documents going home are sent home in the language of choice. Our monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages as needed.

Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life.

Our guidance staff participates in Professional Development through our network, the office of English Language Learners. In addition, they receive support from Turnaround for Children. We are staffed by a guidance counselor, a bilingual social worker and a bilingual family engagement coach who supports teachers as well as parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: **Great Expectation School**

School DBN: **10X085**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ted Husted	Principal		11/14/13
Mary Doran	Assistant Principal		11/14/13
Aracelis Lopez	Parent Coordinator		11/14/13
Joanny Garcia	ESL Teacher		11/14/13
Yokayra Fernandez	Parent		11/14/13
	Teacher/Subject Area		
	Teacher/Subject Area		
Paola Moore-Pagano	Coach		11/14/13
	Coach		
Wendy Naar	Guidance Counselor		11/14/13
	Network Leader		
Adelina Llupa	Other <u>ESL Teacher</u>		11/14/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10x085** School Name: **Great Expectation School**

Cluster: **01** Network: **cfn 109**

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.

- a. The language access coordinator/Parent Coordinator acts as a liaison with parents/guardians to determine what the translation needs are and communicates those needs to the administration and other personnel of the school.
- b. The home language survey done at registration provides us with information about the home language of the parents/guardians of our students.
- c. At registration, and in the emergency contact "blue card", the parents identify the language they prefer to receive information in verbal or written forms.
- d. Parents on the SLT provide additional insight as to the language needs of our community.
- e. Parent Association provides us with information about the language needs of parents.
- f. Translation devices are provided during PA meetings, conferences, and principal's meetings.

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.

- a. The large majority of parents/guardians needing translation or interpretation services are Spanish-speakers.
- b. Information about the language needs of our community is shared with the school population via memos/emails.
- c. Parent Coordinator shares information regarding the availability of translators with the parents and is alert to the need that she must reach out to non-Spanish-speaking parents who require additional language support.
- d. The school has posted signs by the main entrance, the lobby of the school, and the main office in multiple languages and the language identification guide is also posted in the most visible and visited areas of the school
- e. Our school's comprehensive educational plan contains the procedures for interpretation/translation as per the chancellor's regulation A-663. We provide: regular and timely provision of translated documents through either existing resources or the Translation and

- Interpretation Unit;
- b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;

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.

- a. All memos and letters that are sent to parents are in English and in Spanish.
- b. Availability of translation to other languages is posted in the school and sent home periodically throughout the year (it is also in the parent handbook).
- c. The parent handbook is written in English and in Spanish and an appendix of it includes information on how to obtain translation and interpretation services and how to access translated versions of many documents.
- c. In-house staff as well as parent volunteers also provide translation support as needed (e.g. sign language)
- d. Our staff is also aware that they can access translated versions of many commonly used documents on the intranet page.
- e. Members of the school community are informed that they can access translated information from the DOE public website

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.

- a. Oral translation/interpretation is offered at meetings by bilingual parents (e.g. parent coordinator, parent volunteers), bilingual staff, bilingual paraprofessionals, school aides and/or the principal.
- b. Simultaneous translation equipment is used to support larger groups of parents needing translation during meetings.
- c. During conferences, we have a bilingual out-of-classroom teachers, paraprofessionals, school-aides available on each floor to assist in translation if needed. We also have a sign language interpreter who assist us as needed (the parents of one of our students need sign language services and this service is always provided when and as needed).

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>.

- a. Within the first 30 days of a student enrollment, we determine the primary language spoken by the families/guardians of our students and provide translation and interpretation services to all of the families/guardians who require language translations that would allow them to communicate with the school effectively.
- b. We maintain that information in ATS and on the students' emergency information card and cumulative records.
- c. We provide translation services as outlined above, and if requested, a relative or any other adult may serve as the translator if requested by the parent/guardian.
- d. We follow the regulations outlined in the Chancellor's Regulations A-663



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: PS 85	DBN: 10X085
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The after school Title III supplemental program for ELLs will target students (ELLs and SWDs) at the advanced level of English language acquisition, as per their spring 2014 NYSESLAT scores, in grades 3-5. This program will be taught by 3 certified bilingual and ESL teachers and for 20 weeks on Wednesdays and Thursdays at 6 hours per week, 2:30 pm until 5:30 pm. The language of instruction will be English. The projected starting date for this program is December 3, 2014 and will continue until May 21, 2015.

Our focus will be Reading/Writing and Listening/Speaking. We will use Getting Ready for the NYSESLAT in grades 3-5 for our supplemental after school program for ELLs. This program will help students and teachers stay focused and true to the students academic and language needs as well as the details of the New Language Arts Progression . The teacher-led lessons use a consistent, research-based, gradual-release model that helps students master language acquisition and concepts as they build confidence. Within this program there is also embedded professional development in every Teacher Resource Book—including step-by-step lesson plans and best-practice tips for ELLs and SWDs.

The 3 classes will have access to the latest technology (e.g. smart boards, laptops, visualizers, eno boards, etc.) and to a wide range of non-fiction books at different levels. Other related literature will also be available for independent and guided practice.

The teachers will also use, to build stamina and to confer with students as they read, resources such as American Reading Success which helps students to improve academically and take ownership of their learning.

Using the American Reading Success, students will be able do the following with the support of their teachers:

Read broadly from the wide reading library of leveled books

Read deeply from the science or social studies investigation libraries

Expand their vocabulary and background knowledge of different genres and activate prior knowledge through the use of higher order thinking questions (Depth of Knowledge).

Part B: Direct Instruction Supplemental Program Information

The teachers also do reading intervention. This includes:

- ☐ Explicit, differentiated instruction
- ☐ vocabulary development
- ☐ Guided reading practice to build academic language and content knowledge

To improve their students' writing skills, the teachers will do the following:

Writing:

To differentiate our students' writing needs and to enhance their writing skills:

Modeled writing (informational, narrative, etc) to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop model.

Shared writing is based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared writing discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher will explain the purpose for the writing and model what s/he wants his/her students to learn. Students will be given the opportunity to discuss and practice the new learning.

The teachers will also use Thinking Maps as a resource to differentiate instruction and to enhance our English Language Learners' knowledge of the writing and reading processes. Through a series of 8 maps, students are expected to learn language skills that would enhance their critical, organizational, and analytical skills.

By the end of the program we are expecting our participating students to become proficient in Reading/Writing and Listening/Speaking in the NYSESLAT.

Part C: Professional Development

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

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

Begin description here: To ensure that the education provided to ELLs at P.S. 85 is of high standards, differentiated and of quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students and their families. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction as per their NYSESLAT/NYSITELL, Spanish Lab scores, formative and summative assessments and students' IEPs.

To strengthen and improve the instruction our ELL students receive and to make sure that the lessons the teachers are providing is differentiated, engaging and relevant, the in-house ESL teachers under the supervision of the principal, will make available and provide weekly staff development for the duration of the program (20 weeks) on Friday afternoons from 2:30-3:30 pm and arrange for technology training. On occasion the expertise of teachers in the program will be used to provide teacher on teacher staff development within the program. These professional development activities will be open to all teachers who serve ELLs in their classroom however the program teachers will be required to participate.

These workshops will also cover how to use the different technological tools to explicitly develop and provide instruction targeting identified specific needs and how to monitor progress. Other areas of PD will cover topics such as: Differentiation of instruction for ELLs and how to differentiate using the child's IEP and NYSESLAT scores on reading/writing and listening/speaking, NYSITELL; Academic Language/Language Development; Technology for ELLs/SWDs to enhance listening and speaking (Imagine Learning) , curriculum and engagement; planning using the recommended language use of 60/40, 50/50. 25/75; ESL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

The teachers providing these services will be regularly observed to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning and delivering differentiated instruction as per the specific needs of their students.

Other professional development/workshops include teaching/training our teachers/staff with strategies and skills in utilizing questioning/discussion and higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as strategies for information gathering and for increasing comprehension of printed materials. _____

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Through our Family Engagement Coach and Parent Coordinator we have open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life. For the purpose of this program, we will conduct Family Engagement Nights as well as workshops which include activities to support family interaction and assist parents in becoming educational partners with the school. Translation is provided during the sessions as well as in the flyers and phone "blasts" announcing the sessions. The following Family activities will specifically target ELLs.

1. Activities for Parents and children:

- Making time for family (cooking March 10, 2015 5:15-7:15)
- How to create a long lasting bond with your child (I pads and Dads. December 2, 2014 5:15-7:15 pm)

2. Workshops for parents:

- Self Esteem, Behavioral , and Mental Health Issues in Children: November 5, 2014 9:00-11:00

Topics: At Home Strategies, Working with your child's school, Mental Health resources in the community

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 	_____	_____

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____