



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**12X134**

**School Name:**

**COMMUNITY SCHOOL 134 – GEORGE BRISTOW ELEMENTARY**

**Principal:**

**KENNETH THOMAS**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Community School 134  
George Bristow Elementary School Number (DBN): 12X134

School Level: Elementary Grades Served: Pre-K – 5

School Address: 1330 Bristow Street, Bronx, New York 10459

Phone Number: 718-328-3351 Fax: 718-589-7581

School Contact Person: Marie Almonor Email Address: malmono@schools.nyc.gov

Principal: Kenneth Thomas

UFT Chapter Leader: Vicky Figueroa

Parents' Association President: Renard Mims

School Leadership Team  
Chairperson: Ivelisse Rivera

Student Representative(s): N/A

**District Information**

District: 12 Superintendent: Rafaela Espinal Pacheco

Superintendent's Office Address: 1434 Longfellow Avenue, Bronx, New York 10459

Superintendent's Email Address: \_\_\_\_\_

Phone Number: 718-328-2310 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado

Network Number: CFN551 Network Leader: Margaret Struk

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kenneth Thomas	*Principal or Designee	
Vicky Figueroa	*UFT Chapter Leader or Designee	
Renard Mims	*PA/PTA President or Designated Co-President	
Aurora Felicier	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	
Beverly Wilkerson	Member/ Teacher	
Maria Ortega	Member/Teacher	
Irma Grant-Williams	Member/Teacher	
Cynthia Escudero	Member/ Parent	
Kathy Correa	Member/ Parent	
Ivelisse Rivera	Member/Parent	
Shekebea Wright	Member/Parent	
LaCheryl McDonald	Member/Parent	
Edward Taveras	Member/Teacher,	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Community School 134, George Bristow Elementary, is geographically located in the Morrisania section of the Bronx. The school grades range from Pre-Kindergarten to Grade 5. There are approximately 700 students currently enrolled, with the majority of students (92%) eligible for free lunch.

Our student population is comprised of 45% Black, 51% Latino, and 4% other ethnic backgrounds. 11% of our student population is English Language Learners, with students from Latin American, African, and Arabic backgrounds. 15% of the student population consists of Students with Disabilities.

C.S. 134 has been successful in meeting targets for closing the achievement gap. The school has collaborated with many community based organizations and have formed partnerships with the Sports & Arts in Schools Foundation, which provides after-school and extra-curricular activities; Bronx Lebanon Hospital also provides parent outreach and workshops for parents; Center for Integrated Education (CITE), works with teachers, parents and students in various professional learning experiences.

The mission of the school is to involve the community in the academic growth as well as social growth of the individual child. One of the school initiatives involves working with parents to become Learning Leaders. Learning Leaders then work with teachers and provide assistance with school activities. In order to improve the relationship between the school and community, a Community Associate is available and serves as a liaison between parents and school.

### **Strengths:**

The school has a safe and inclusive environment that is conducive to student learning and teachers' professional growth. The administration analyzes student performance by class and subgroups and provides the data to teachers to inform necessary instructional and curricular adjustments to support student learning.

Teachers use data from summative and formative assessments to identify goals that enable students to work towards mastery of learning targets.

In order to maximize learning for ELL students, they are placed in specific classes by grade in order to allow the ESL teacher to push in during instruction. As a result, at least 5% of ELL students who take the NYSESLAT test out of ESL each year. Students with disabilities who perform at a level 2 or higher in ELA or Math are mainstreamed for instruction in those subjects in a general education setting.

The teacher team structure is organized around grade level inquiry and school improvement planning resulting in increased collaboration and a focus on improving student achievement.

The school has trained faculty and programs that support students' social, emotional learning and partnerships that provide opportunities for students to participate in actually increasing their personal growth.

### **Challenges:**

The school needs to ensure that instruction in all classes include strategies or routines which further promote student independence and offer strategic supports that help all students achieve higher-order thinking skills.

The school also needs to strengthen the process to regularly evaluate the quality of school practices to ensure success of implementation of CCLS.

### **Growth:**

School attendance has improved 3% over the past 3 years.

The school continues to promote parent engagement through initiatives such as: Cook Shop for Parents and the Curriculum Fair. Parents are afforded the opportunity to participate in workshops. Parents are provided with training that will enable them to become learning leaders. Currently, we have several parent volunteers that provide assistance to teachers in the classroom and the school library. The attendance at PTA meetings has increased by 8%.

## 12X134 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	670
		SIG Recipient	N/A
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	92.9%	% Attendance Rate	90.2%
% Free Lunch	93.5%	% Reduced Lunch	3.2%
% Limited English Proficient	10.5%	% Students with Disabilities	13.9%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.1%	% Black or African American	45.3%
% Hispanic or Latino	51.4%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White	2.6%	% Multi-Racial	0.1%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)	8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	7.29
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	21.9%	Mathematics Performance at levels 3 & 4	17.9%
Science Performance at levels 3 & 4 (4th Grade)	66.3%	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	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	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		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
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:

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	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.	E
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.	E

#### Part 1b. Needs/Areas for Improvement:

1. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. 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.

3.2 In order for the school's strategy and practices to align with the concepts in the Highly Effective column, the school needs to:

- Reinforce the distributive leadership model already in place in which the leadership and faculty design curricula and academic tasks aligned with the CCLS.
- Ensure that all teachers are involved in developing academic tasks within grade and subject teams through regular attendance at grade/subject team meetings and review of lesson plans/curriculum maps.

### 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, all clusters, and all service providers will be provided with focused differentiated PD to support in the implementation of the CIE, CCLS, ATLAS Protocol, and Planning and Preparation to provide standards-based, rigorous, and coherent instruction in grades PreK-5.
- By January 2015, grade PreK-5 teachers will revise current curriculum maps to reflect reading, writing, and mathematics instruction.
- By February 2015, teachers will have developed several tasks utilizing EngageNY and meet monthly during grade meetings to discuss how to incorporate the appropriate units into current curriculum maps.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Schedule each teacher for two Common Preps per week (Monday and Friday) for the purposes of Planning & Preparation using the Danielson Framework and CCLS.	Entire School Community	Sept-June	All Classroom Teachers AP's
Revision of Curriculum Maps in the Area of Literacy-(Reading, Writing, Mathematics)	Entire School Community	December-February	Grade Leaders AP's
Based on teacher observations, develop focused, differentiated PD based on specific pedagogical needs to support staff in implementation of CCLS aligned programs	Entire School Community	September-May	Teacher Center, PD Committee, Administration, and Teacher Leaders
Using common Protocol(ATLAS) to look at student work to impact the quality of instruction	All Grades	September-June twice a month	Fordham Network PD Committee Teacher Center

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Time allocation</li> <li>• Professional Development</li> <li>• Scheduling</li> <li>• Per Session</li> <li>• Various Materials</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
<ul style="list-style-type: none"> <li>• By June 2015, students in the bottom one-third will improve achievement by 5%. SWD will improve achievement by 4%. Teachers will begin progress monitoring in ELA using F &amp; P 3x per year beginning in October 2014 as well as</li> </ul>

Ready Gen Unit Tests.

- By June 2015, students in the bottom one-third will demonstrate progress towards achieving proficiency by 5%. SWD will improve achievement by 4%. Teachers will use progress monitoring in Math using Quick Checks and Unit Tests at least bi weekly beginning October 2014
- By June 2015, Teachers of Special Education will use quarterly progress monitoring tools. Students will demonstrate progress toward proficiency by 4%.
- By June 2015, ELL students will be monitored three times per year using benchmark, interim, and NYSESLAT assessments
- MOSL-BOY and EOY in ELA, Math and Science(4<sup>th</sup> grade only)
- Teacher made exams in all grades and all subjects

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

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

**Section 5: Needs Assessment, Annual Goals and Action Plans**

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

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**  
 \* For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.  
 \* For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	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.

5.5 In order for the school’s strategy and practices to align with the concepts in the Highly Effective column, the school needs to:

- Ensure that the out-of-class teachers who push-in to classes have access to the data on reading, writing, math, science, common assessments, and monthly student work prior to pushing-in so that they are better able to target their support and promote positive student behaviors both academically and socially.
- Provide scaffolds to enable all learners to have equal access to cognitively rigorous and engaging curricula aligned to the CCLS.

**Part 2 – Annual Goal**

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

- By June 2015, the total student achievement will improve in both ELA and Math; 10% of level 1 students will move to level 2; 5% of level 2 students will move to level 3; and 2% of level 3 students will move to level 4.
- By January 2015, SIT will provide adequate support to insure students that SWD are receiving appropriate adequate support and collectively reflect on recommendations made. Service providers can make adjustments based on student data. This will result in SWD being placed in the least restrictive setting.
- By June 2015, all service providers participate in at least three learning walks throughout the year to review impact of services and student learning.
- By June 2015, each student will have a binder with sample student work with feedback by teachers.

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**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Professional Development on the writing of Quality IEP for students with Disabilities.	All support staff; Teachers of self-contained classes; Teachers of students with IEPs.	September 2014 – February 2015	Special Education Support Instructional Specialist; Fordham PSO
Monthly SIT meetings to discuss implementation of services, flexible grouping, mainstreaming of IEP students, child-study inquiry	SIT members	September 2014 – June 2015	Special Education Liaison; Fordham PSO
Grade meetings that use a tuning protocol to look at student work Grade leader meetings that look at rigor using Rigor Matrix	All grade leaders; all grade team	September 2014 – June 2015	Grade leaders; Assistant Principal; Teacher Center
Curriculum Fair conducted in the Fall and Spring to celebrate student projects aligned to CCLS.	Pre-Kindergarten students; K-5 students	November 2014 and April 2015	Classroom teachers; Science teachers; Art teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Scheduling for Grade Leader Meetings</li> <li>• Scheduling for grade team meetings</li> <li>• Materials for Curriculum Fairs-Per session for teachers</li> <li>• Scheduling for SIT meetings</li> <li>• Depth of Knowledge /Rigor Matrix</li> <li>• Analyzing Student Work Protocol</li> </ul>

**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>

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

**Part 6 – Progress Monitoring**

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

- 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.

- F & P benchmark – February, 2015
- Mid-year MOSL Assessment
- Quarterly Progress Monitoring for SWD
- Professional Development for Special Ed staff

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

- |                                                                                                                                                                    |          |     |  |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     | <b>X</b> | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |          |     |  |    |

## 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:**

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

Tenet 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.	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.

4.5 In order for the school's strategy and practices to align with the concepts in the Highly Effective column, the school needs to:

- Ensure that teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on individual students' strengths and needs.

### 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, all four of our TIP teachers who were rated ineffective or developing will rate "Effective" based on formative and summative assessment and the Danielson Framework that focuses on 1e: Designing Coherent Instruction; 3d: Using Assessment in Instruction.

By June 2015, all teachers will receive focused differentiated PD to support the implementation of the CIE and CCLS

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
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			<i>activity/strategy?</i>
Teachers will engage in collaborative inquiry work regularly.	Teachers	November - May	Administrators Teacher Center Math Coach
Teachers look at student work monthly and determine groups and strategies for next steps in ELA and Math using Atlas Protocol.	Teachers	September-June	Lead Teachers Math Coach Teacher Center
Teachers will receive at least 4-6 observations to determine effectiveness of planning and practices, using assessment to drive instruction.	Teachers	September-June	Administrators
Monthly review of student outcomes by grade and individual teachers.	Teachers	September-June	Teachers

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Danielson Framework Scheduled meetings for looking at student work products Common Planning Time Observation calendar for norming, monitoring, and tracking teacher observations.

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

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Use Advance to schedule and monitor teacher observations.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 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:**

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

Tenet 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.	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.

In order for the school’s strategy and practices to align with the concepts in the Effective column, the school needs to:

- 2.5 Ensure, through regular review of lesson plans and frequent observations, that the staff consistently and strategically uses their resources, including peer supports and technology, to bridge the language deficiencies of transitional English language learners and to provide higher level supports for high achievers.

### 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.

Tenet 2 Statement of Practice (SOP) Addressed

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

- By June 2015, 100% of teachers will have Data Binders, Benchmark End of unit assessments, and completed Progress Monitoring; which will result in 50% teacher increase in demonstration knowledge and content

pedagogy.

- By June 2015, Administration will have collected and reviewed 100% of school-wide data.
- By June 2015, PD committee will have met with administration weekly to determine/adapt differentiated topics for designated Monday PD sessions.
- By June 2015, Administration will create a schedule to observe teacher practice that includes time to rate practice and deliver actionable feedback; which will result in 50% teacher increase in 1a (Demonstrating Knowledge of Content and Pedagogy) and 3b (Using Questioning and Discussion Techniques)
- By April 2015, 100% of teachers will refine regular feedback based on student outcomes after each formal and informal observation.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
The school leaders will ensure that all grade levels will administer MOSL Selection Fountas & Pinell, end of unit assessments & Math. Utilize data gathered from above in order to plan instruction, provide student with feedback/ next steps, and support goal setting.	All Grade Levels	Benchmark Assessments November January May	Classroom Teachers, Grade Level Leaders, Coaches, & School Building Leaders
In order to increase capacity, teachers will conduct PD for colleagues during the allotted timeframe outlined by UFT (Every Monday/80 mins.)	Identified teacher leaders	September-June	Teachers Literacy Coach & School Building Leaders
Coaches & Administration will review class data binders & provide feedback through frequent observations	All teachers/school - wide	September-June	School Building Leaders
Leaders schedule Common Planning Time so that teachers can collaboratively, plan lessons, plan student next steps, and share best practices.	Teachers	September - June	School Building Leaders

### **Part 4 – Resources Needed**

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

Scheduling and coordinating allotted time frames for the following, cabinet meetings, verbal and written Observation Feedback administering assessments, Common Planning sessions. Designating and identifying operational tasks to School Building Leaders, Coaches, and Teacher Leaders. Instructional materials, and supplies

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

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**Part 6 – Progress Monitoring**

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

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

- Attendance
- Agendas
- Feedback Forms

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

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

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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:

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
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.	E
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.	E

#### 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.

6.3 In order for the school’s strategy and practices to align with the concepts in the Highly Effective column, the school needs to:

- Survey the incoming English language learners to find out the language(s) spoken in their homes and ensure that communication to and solicitations of family feedback is available in the respective languages.
- Ensure that the CITE consultants, likewise, translate written communication into the respective languages to solidify engagement, communication, and collaboration of all constituencies.

### Part 2 – Annual Goal

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

By June 2015, 100% parents will have been provided extensive written and verbal comprehensive feedback regarding their child’s educational progress.

By June 2015, the school will further improve family and community ties through planned focused activities that will increase parent engagement and participation resulting in a 2% increase in attendance at school workshops/meetings as compared to the 2013-14 school year.

By June 2015, 100% of parents will be provided with translated materials and correspondence in their native language.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent Coordinator collects data from teachers to share during monthly meetings. Data is also shared with SLT members.	Parents; SLT	September 2014 – June 2015	Parent Coordinator; Parent Association President; SLT
Monthly attendance and revision of parent logs to show increased population and make informed decisions about professional development for parents.	Parents SLT	September-June	Teachers, administrators, parent coordinator
Translation services provided to parents as needed	Parents	September-June	Translators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• CITE consultant to provide PD to parents</li> <li>• Translation services as provided by NYCDOE</li> <li>• Scheduled meetings for SLT</li> </ul>

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
<ul style="list-style-type: none"> <li>• <u>Attendance</u></li> <li>• <u>Agenda</u></li> <li>• <u>Feedback forms</u></li> <li>• </li> </ul>
<p><b>Part 6b.</b> Complete in <b>February 2015</b>.</p>

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State ELA scores MOSL Scores Interim Assessments F&P Unit Tests Writing Samples	Reading Recovery Reading Reform Wilson SETTS ESL Instruction Vocabulary Development Guided reading/Writing Modeling Literacy Coach	Whole Class Small Group One on One Pull Out Push in	<b>Reading Recovery</b> - daily for targeted students <b>Reading Reform</b> - Targeted grades K-3 <b>Wilson</b> -2nd Grade <b>SETTS</b> -IEP <b>ESL Instruction</b> - Targeted ELL's <b>Vocabulary Development</b> -Daily in classrooms <b>Guided reading/ Writing</b> -Daily in classrooms
<b>Mathematics</b>	State Math Scores MOSL Scores Interim Assessments Unit Tests	Math Coach-Training Teachers in Effective Math Instruction Push in/ pull out support for targeted students STEM Vocabulary Development Model Lessons Class Inter-visitations SETTS ESL Instruction	Teachers Targeted Students Small Group One on One	Math Coach-Teachers receive daily support Math Coach also works daily with small groups of students as well as one on one with students SETTS-IEP STEM-K-5 2x per week Vocabulary Development-Daily Inter-visitations/Model Lessons-Weekly/Daily ESL Instruction-Based on level
<b>Science</b>	State Science Scores Unit Tests Hands on Projects	Project based learning(FOSS) STEM Robotics Art/Science Fair Workshops for Parents	Whole Class Small Groups	During instructional day and after school.

<b>Social Studies</b>	Specific targeted students Grades 3-5	Map Skills DBQ's Vocabulary Non-Fiction reading and writing	Small groups Class	During instructional day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Targeted at-risk students for crisis intervention provided by mandated and at-risk guidance counselors IEP Students ELL Students	Conferencing and mediation Small group, one on one instruction Vocabulary Development Creating smart goals for students with IEP's	Small groups or one on one	Services provided during instructional day

## 12X134 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	670	SIG Recipient
				N/A
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	92.9%	% Attendance Rate		90.2%
% Free Lunch	93.5%	% Reduced Lunch		3.2%
% Limited English Proficient	10.5%	% Students with Disabilities		13.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		45.3%
% Hispanic or Latino	51.4%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	2.6%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.9%	Mathematics Performance at levels 3 & 4		17.9%
Science Performance at levels 3 & 4 (4th Grade)	66.3%	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		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
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			

## 12X134 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	670	SIG Recipient	N/A
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	92.9%	% Attendance Rate		90.2%	
% Free Lunch	93.5%	% Reduced Lunch		3.2%	
% Limited English Proficient	10.5%	% Students with Disabilities		13.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		45.3%	
% Hispanic or Latino	51.4%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	2.6%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)		8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.29	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.9%	Mathematics Performance at levels 3 & 4		17.9%	
Science Performance at levels 3 & 4 (4th Grade)	66.3%	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		X	
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (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	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
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 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>* Recruitment          We recruit teachers through HR, Job Fairs, Interviews and Model Lessons. Our school improvement team has developed interview questions as well as an evaluation sheet that is discussed and used to further the candidate along the interview process. If a prospective candidate is called back for a model lesson, Danielson is used to evaluate that lesson for its effectiveness and a decision is then made about possible employment.</p> <p>* Retention          In order to retain teachers we provide extensive PD and support through our Teacher Center and Math Coach as well as network support and outside PD that we send staff to or that staff wants to attend. By providing the support for teachers to succeed in the classroom and school we have found that we have a very low turn over rate, mostly due to retirement or location.</p> <p>*Assignments          Teachers are assigned based on strengths and data (Formative and Summative Assessments and Danielson Observations. Teachers are teaching in their license area.</p> <p>*Professional Development          We began with Professional Learning Sessions on the Citywide Instructional Expectations to bring a cohesive understanding to the work that needs to be done in order to provide our students with rigorous, engaging, purposeful instruction. Based on CIE and Administrative Observations, as well as student data (F&amp;P, MOSL, State Exams, Danielson, and teacher input, a high quality professional development plan was set in motion.</p> <p style="padding-left: 40px;">*Sept-Present          CIE, Establishing A Shared Vision and Mission, Designing IEP Goals that meet student needs and align to the CCLS, Initiating Progress Monitoring, Looking at student work using the ATLAS protocol and using student data to drive instruction, Planning and Preparation, Guided Reading, Class Inter-visitations</p> <p>Learning these skills as a school community provides a cohesiveness and sharing of best practices on how students learn best.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

\*Administrative Staff attends monthly PD through network (Fordham University) as well as PD through ELI, ASCD, NCTM, reading of professional journals, books and articles.

\*Paraprofessionals receive training each Monday from 2:35pm to 3:55pm(Working Collaboratively with the classroom teacher, Creating a shared vision and mission, supporting students with IEP's)

\*Teachers work within their Professional Learning Teams each Monday and Friday during common planning time(scheduled for year), receive wanted and needed PD each Monday(2:35pm-3:55pm) as described above.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$625,714	Salary, supplies, per session	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$151,456	105,814 (salary) \$14, 000 (textbooks)	
Title II, Part A	Federal	143,632	Salary	
Title III, Part A	Federal	\$11,200	Parent Involvement, PD, Textbooks	
Title III, Immigrant	Federal	-0-		
Tax Levy (FSF)	Local	\$2,969,864		

**<sup>1</sup>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:

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

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

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

**Important Note:** The following funds may not be consolidated:

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

## Section 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 – Community School 134X

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **C.S. 134**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **C.S. 134** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

### **School-Parent Compact**

**C.S. 134**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.



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

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

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

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

Part A: School Information	
Name of School: George F. Bristow	DBN: 12X134
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Grades 1 & 2 ELL students will receive supplemental ESL instruction from 2 teachers who are ESL certified. The focus for the supplemental instruction is on phonics, reading, and writing based on the NYSESLAT 2014 results. The program of instruction will be AWARD Reading. This is a technology-based program specifically designed to assist students in second language acquisition. In addition, students will receive New York State English as a Second Language Achievement Test (NYSESLAT) preparation. Teachers will use classroom libraries, which are also part of the AWARD program to work with students. Beginning students (Grade 1) are also instructed using Basic Interpersonal Communication Skills (BICS) through various techniques: TPR, SIOP model, music, etc.

Beginning and Intermediate students (Grade 2) will be instructed using comprehension skills as a focus using the program AWARD. Teachers who will be instructing ELL students have been trained and have sufficient experience to work with students. The program will be scheduled for 90 minutes, three days a week (Wednesday, Thursday, Friday) for 33 days, after school from 2:35 p.m - 4:05 p.m. This program services a total of 40 students. One class will be for Grade 1 Beginners (20 students), and the second class will be for Grade 2 Intermediate students (20 students). Selection of students is based on NYSESLAT results and classroom teacher referrals.

The projected start date is January 14, 2015 to April 8, 2015.

### 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:

Teachers involved with these two programs receive professional development on correct usage and implementation before and during supplemental instruction. There is on-going training on how to analyze student work to assess and revise student goals in collaboration with ELL liaison. Teachers also use results from NYSESLAT performance to assist in planning and preparation for the upcoming exam. Professional development on AWARD online is scheduled for two days by an AWARD Reading consultant; one on January 15, 2015 for teachers and one on February 5, 2015 for parents. These dates are tentative and subject to confirmation of program.

An in-house staff member, the ELL Liaison, will provide training in Looking at Student Data. Dates are as follows:

Monday, January 12, 2015 - Setting Goals

Monday, February 9, 2015 - Looking at Student Work & Next Steps

Monday, March 9, 2015- Looking as Student Work & Next Steps

### Part C: Professional Development

The title of the first two workshops: AWARD Reading - Classroom Library/AWARD Reading-Online, will be conducted by AWARD consultant.  
After assessing students in January, ELL Liaison will look at student data and work with teachers on how to use data to drive instruction and provide next steps for the remainder of the program. Teachers can then determine what is needed to prepare students for NYSESLAT.

### 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:

There will be three workshops scheduled for parents of ELL students. These workshops are designed to help parents work more effectively with their children at home. The Parent Coordinator will oversee workshops which will be given every third Thursday of the month, usually at 10:00 a.m. Parents are notified through the monthly calendar, memorandums sent home, and through school messenger. Translation and interpretation will be done by staff members and one parent.

Workshop 1: January 15, 2015 - Parent Workshop: Homework without Tears - conducted by a CITE consultant.

Workshop 2: February 5, 2015 - Parent Workshop: AWARD online at home. How You Can Assist Your Child - Conducted by Award consultant.

Workshop 3: - February 26, 2015 - Parent Workshop: CSS and ELL Students - conducted by CITE consultant and ELL Liaison

The workshops scheduled will consist of parents assisting their children with the home online usage for the AWARDS program. Parents practice and learn the various tools necessary to navigate the activities on the computer. Additional assistance is available for the parents in the library. The workshops also provide opportunities for parents of ELL students to assist their students at home with homework. Parents are also informed on the CCSS and how it relates to student work and standardized exams for ELLs.

All dates are tentative but are conducted in conjunction with the Parent Association and Parent Coordinator.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>134</b>
School Name <b>Community School 134</b>		

### 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 <b>Kenneth Thomas</b>	Assistant Principal <b>Marie Almonor</b>
Coach <b>Doreen Torres</b>	Coach <b>type here</b>
ESL Teacher <b>Maria Claudio</b>	Guidance Counselor <b>Mary Anderson</b>
Teacher/Subject Area <b>Ivonne Toro</b>	Parent <b>Luz Ramos</b>
Teacher/Subject Area <b>Leyda Cintron</b>	Parent Coordinator <b>Rebecca Cherry</b>
Related Service Provider <b>Delia Genao</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Lillian Garcia</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>673</b>	Total number of ELLs	<b>75</b>	ELLs as share of total student population (%)	<b>11.14%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	63	2	10	11	0	3	1			75

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		
<b>Total</b>	<b>63</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>75</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**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	11	18	5	7	11	4								56
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French			2	1	1	1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	4	1	1	2	3								13
<b>TOTAL</b>	<b>13</b>	<b>22</b>	<b>9</b>	<b>9</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>75</b>						

## 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)	2	2		1	6	2								13
Intermediate(I)	3	10	3	1	7	3								27
Advanced (A)	8	10	6	7	1	3								35
Total	13	22	9	9	14	8	0	0	0	0	0	0	0	75

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	1				1
4	14				14
5	5	1			6
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	2								2
4	13		2						15
5	5		1						6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		1				6
8									0

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Students are assessed using Fountas & Pinnell and at times, ECLAS-2. This year, periodic assessments in Reading and Writing are administered as part of the growth model which will measure student outcomes throughout the year. ELL interim assessments are administered twice a year and determines the focus for instruction . The data reflects ELL students who have been assessed using these

tools demonstrate a deficiency in vocabulary and comprehension. Particular struggles continue to be in the use of suffixes, prefixes, and in reading with fluency. Children with specific deficiencies are grouped together by grade and proficiency level and are taught according to their area of need. Classroom teachers meet with ESL teachers to plan on a weekly basis. The data patterns also demonstrate that for the past five years, a percentage of students continue to test out of ESL. Particularly, in grades Kindergarten and Fourth grade. We will continue to look at the reasons why students in these two grades continue to make progress and use the same strategies to enhance the percentage in other grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
There continues to be an influx of African students who speak various dialects entering the school system and are identified as ELL students. As a result, fewer students are administered the Spanish LAB-R. Based on the LAB-R, only a small amount of students (2-3) are newcomers who are exempt from testing. Kindergarten continues to be the grade in which students pass the NYSESLAT after first administration. Based on the results of the LAB-R and parent orientation, the need to expand the ESL program as opposed to bilingual programs, has increased. The results from the Spring 2013 NYSESLAT has demonstrated the majority of our students in grades K, 4 and 5 are at the Advanced proficiency level. Our special education ELL students remain unchanged with the majority at the Intermediate level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The majority of our students are proficient in Speaking/Listening based on NYSESLAT scores. The trend shows an increase from beginning to Intermediate, and Advance levels of proficiency in Reading/Writing. ELL students who took the ELA compared to monolingual students perform adequately with most students at level 2 or higher. Based on the AMAQ, 11 students did not move to the next proficiency level for two years. The pattern demonstrates two students with a 2-3 point decrease in scores. The trend for improvement continues to be in the Reading/Writing modality. An additional six students have decreased one proficiency level; in the Reading/Writing modality. Our second and third graders continue to perform at the advanced level while our 11 students are in the fourth and fifth grade. These 17 students will be among our focus inquiry group. These students are targeted for intervention. The ESL teacher will provide explicit instruction for these targeted students in fourth and fifth grade during the extended day. Title II funds will be used to service grade 3-5 during the after school ELL Academy.
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?
    - a. The patterns across proficiencies and grades tend to target reading and writing. Some of the selected programs build on reading and writing skills but we continue to search for specific programs that will target these areas. Teachers of ELL students are trained on skills and strategies used for second language acquisition. Many of the ELL students mandated for testing continue to perform at the high 2 levels with a few performing at level 3 in ELA and Mathematics.
    - b. The ELL periodic assessment informs teachers where intervention is needed. Usually, ELL students perform below proficiency when tested in the Fall but improve on the periodic assessment by Spring, prior to the administration of the NYSESLAT. Between the periodic assessment given in the Fall and the one given in the Spring, the Assistant Principal schedules several workshops for teachers of ELLs on ESL strategies in Tier 1, 2, 3 instruction. These supports in the classroom and are monitored to ensure its effectiveness.
    - c. Based on the Periodic Assessments administered, there is adequate progress in grades 3 and 4. Students in these two grade levels demonstrate progress between 76-100%. Students in grade 5 demonstrate adequate progress between 51-75%. Some of the reasons for these results may be due to the increased difficulty in test items. The writing requirements are more complex. Based on these results, the school has decided to continue its writing initiative and have it remain as one of our school wide goals. Reading and Writing will continue to be a focus and support will continue to be provided in these two areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
The school is looking at ELA and Mathematics as well as NYSESLAT results from prior years. Analysis based on the results of these summative assessments will assist in instructional decisions. Tier 2 and 3 interventions may require adjustments by looking at other research-based programs to support teachers in delivering quality instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The dominant native language continues to be Spanish. Due to the fact that C.S. 134 does not have a bilingual program, considerable efforts have been made to place ELL students in particular settings where they will feel comfortable using both the native and target

languages.

Teachers who have ELL students in their classroom receive SLOP training which provides strategies to support and build on English language. Due to the range of Native language proficiencies of our students, the instructional programs are planned and designed to take into account the diverse educational backgrounds and personal experiences. Content area teachers are trained in the three tiers of vocabulary development in order to assist children in mastering academic English. Content area teachers use many different tasks and approaches such as cooperative learning groups, charts, maps, outlines, and semantic webs, to scaffold learning in content knowledge. Students are able to build on prior knowledge while developing language. Students who are proficient in the native language benefit from the training teachers receive.

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 push-in program has been most successful. Each year, a bulk of our Kindergarten and Grade 4 students test proficient on the NYSESLAT. The after school academy is on its fourth year and to more than 5% of our students in the academy continue to test Proficient on the NYSESLAT. We continue to strive for an increase in proficiency in ELA, Mathematics, and NYSESLAT. Between the periodic assessment given in the Fall and the one given in the Spring, the Assistant Principal schedules several workshops for teachers of ELLs on ESL strategies. Teachers receive support in the classroom and are monitored to ensure the use of these strategies are taught and learned by students.

## 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](#).)

**Initial HLIS identification:** Parents are asked to complete a Home Language Survey (HLIS) upon registration. Secretaries and other members of our ELL team, assist with the enrollment process including the completion of the HLIS. Informal interviews are conducted by an ESL pedagogue. The Spanish LAB-R is conducted by the ESL teacher who speaks Spanish. No other native language is administered except for English and Spanish. Students who are registered with an OTELE code other than "NO" are invited in for LAB-R administration within 10 days or before school opens (if at the beginning of school year). This allows us to place students in the appropriate educational setting on the first day of school. First time students are given informal assessments and placed in appropriate proficiency level groups which support and prepare them for the NYSESLAT.

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.

**Parent Choice:** Orientations are generally given twice monthly by the ESL teacher who speaks both Spanish and English thereby allowing parents and caregivers multiple opportunities to attend. During the orientation, the three program choices, parental options, and the parent assurance survey are explained in detail by the ESL teacher. The process begins upon registration. Preliminary screening and interviews are conducted by the ESL teacher and ELL team members at the time of registration. The orientation informs parents of all options available to them and is usually conducted after the LAB-R is given to student. According to recent parent surveys and the influx of African students at C.S. 134, parental choice tends to favor the Free-Standing ESL program due to the fact that these African dialects are low incident languages unavailable within the Department of Education. One of our Learning Leaders who speaks Fulani often assist with the registration process by translating for parents. The current ELL programs are designed to meet the needs of both students whose language may be Spanish and also students who speak other dialects not available through the Department of Education. The few parents who opt for Bilingual Education are given a list of nearby schools which offer such programs. Also, when the number of students opting for bilingual education reaches 15 on a grade,

a request to create a bilingual class becomes necessary. Currently, we do not have sufficient amount of students to create a bilingual class.

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].)

Entitlement Letters: At the orientation, parents are notified about whether their child(ren) is identified as an English language learner(s). Upon orientation, parents are given a survey and program selection. When completed, it is then given to the ELL Coordinator. Then the entitlement letter is given. Every year, a request for signature for continuation letters are administered. A record of signed letters is kept in a general file in the ELL Coordinator's office along with the list of names for every parent who submitted. If parents have any further questions, the ELL team is available to answer questions.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. The placement of students in monolingual classes are carefully selected and monitored by school leaders. Placement recommendations are based on the results of the LAB-R and Spanish LAB (if applicable). The recommendation is then discussed with the parent and a decision is made. Most parents are satisfied with the programs offered at the school.
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.

Based on ATS report, ELL students are placed strategically in classes by grade. The LAT printout and results of the LAB-R identifies all ELL students who will be taking the NYSESLAT. The teachers who assist the ESL teacher in administering the test have been trained in ELL instruction and NYSESLAT administration. When tests arrive, they are stored in a secure location while the Assistant Principal responsible for test administration plans and schedules the first part (Speaking) of the exam. The ESL teacher is solely responsible for administering the Speaking part of the exam. The teachers of ELL students assist with the Listening, Reading and Writing component. Since the NYSESLAT arrives at different periods during the testing window, the exams are administered one component at a time.

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.   
(After reviewing the options available, African and Early Childhood parents of ELLs prefer to have their child in a Free-Standing ESL program. One reason for this is that there are no Bilingual programs available for African students and parents prefer their children to remain in a monolingual setting with ESL instruction. This makes up about (39%) of the ELL population. 33% of students from Spanish-speaking backgrounds have selected the ESL program due to the fact that we do not have enough students to create a full Bilingual class. Some parents have agreed to remain at the school until there are enough students to create a bilingual class for the grades.  
This year, the HLIS was administered to 12 parents of identified ELL students. Eight parents selected ESL only; 1 parent request Transitional Bilingual Education; 3 parents have selected ESL awaiting placement for a bilingual class. Currently, we have less than 5 parents requesting bilingual placement.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
  - a. The organizational model implemented is both push-in and pull-out. In order to make the push-in model more effective, most of the students are placed in specific classes per grade. Students in Kindergarten are mostly pulled-out for ESL instruction. Groups are created by grade and differentiated by proficiency levels as per the NYSESLAT, using the Balanced Literacy approach to teaching. Our ESL program serves students in grades K-5.
  - b. The program primarily serves ELL students in monolingual classes where English is the on language of instruction. Students who fall between the Beginner and Intermediate level of proficiency receive 360 minutes of ESL instruction weekly while advanced students receive 180 minutes. Under this program, students are grouped homogeneously. Students also follow a block model in which they move together as a group.
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)?

Presently, there is one certified ESL teacher. The teacher develops group lists of students grouped homogeneously by proficiency level. The teacher also develops a daily schedule while ensuring the number of minutes of ESL instruction are consistent and follow mandated timelines. There are 14 students who are at the Beginning level of proficiency. These students receive 360 minutes of instruction and are pulled out in two groups for instruction. The units are divided into both the push-in and pull-out model. The 27 Intermediate level students also receive 360 minutes of instruction only through the pull-out program. These students are divided into three groups and are pulled out according to schedule. The remaining 35 Advanced level students receive 180 minutes using the push-in model. The majority of students in the advanced group are in grades 4 & 5. The ESL teacher in conjunction with the two teachers of ELL students plan together and provide ESL strategies during instruction using the SIOP model.
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.

Within the Freestanding ESL program, content areas such as Science, Mathematics, and Social Studies are taught in English. Materials such as textbooks and leveled libraries are purchased in English. Teachers use a variety of instructional approaches such as the Workshop Model, Cooperative Learning, and thematic units of study to enhance learning. In order to make content comprehensible for our ELLs, teachers build on prior experiences and scaffold learning for support of second language acquisition. Teachers use TPR, semantic webs, picture/vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small groups. In this program, teachers integrate listening, speaking, reading, and writing throughout the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

New entrants with Spanish-speaking backgrounds are administered the Spanish LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are administered a baseline assessment at the beginning of the school year. The baseline assessment measures all four modalities. A quarterly assessment is given to grades K-2 using formative assessments; Grades 3-5 use FOCUS FORWARD quarterly assessments. A periodic ELL assessment is administered twice a year to students. All assessments are kept in a portfolio for each student. The ESL teacher uses a progress monitoring checklist to determine mastery throughout the year. The data is then

used to determine next steps for students. The ESL teacher sends out a progress report to parents three times a year to discuss student progress.

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).

a. There are currently two SIFE students in the program. The SIFE students are in 4<sup>th</sup> and 5<sup>th</sup> grade. FOCUS FORWARD is the instructional program being utilized. This program provides intensive intervention for grades 3-5 who are reading below grade level. The highlight of this program builds on the necessary foundational skills in reading and writing due to the motivation and confidence among students.

b. Our newcomers are transitioned using a balanced literacy approach to reading English within their first year. This is to prepare them for the state examinations for the following school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking, listening, reading, writing). In order to build language, newcomers will be provided with instruction using FOCUS FORWARD, AWARDS, and INTO ENGLISH programs. These programs provide three hours of additional weekly, intensive learning for Beginning and Intermediate level ELL students.

c. Students receiving service from four to six years are strategically placed into monolingual classes with teacher who are trained in ELL strategies. The ESL teacher collaborates with the monolingual teachers in order to support these students academically. The ESL teacher focuses her lessons on ELA and NYSTSLAT, particularly, in the areas of reading and writing.

e Former ELLs continue to receive accommodations for testing up to 2 years after testing proficient. Former ELLs also continue to participate in the extended day programs including the ELL academy.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students with special needs are provided instruction in smaller groups. Special needs students are also pulled out for additional instruction. Students are given the opportunity to orally verbalize what they have learned. Among the various approaches used for instruction include: Balanced Literacy, Cooperative Learning, TPR, Semantic Webs, Picture/Vocabulary support, and comprehension skills and strategies.

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?

ELL-SWD students follow the same curricular and instructional program according to the grade. However, specific materials and scheduling is arranged to accommodate specific needs. Students are pulled out for small group English instruction. INTO ENGLISH and AWARDS are the two programs used. These programs allow students to engage in oral language activities and explore reading and writing skills, grammar usage that contain the four modalities of language acquisition. In order to track improvement, ELL -SWD students who score Level 1 on summative assessments are given Tier 3 intervention using Wilson as the research-based Reading program geared specifically for students with language and learning difficulties. In order to track improvements, ELL-SWD who score level 1 on summative assessments are given Tier 3 intervention using the Wilson Reading Program; a research-based program geared specifically for students with language and learning difficulties.

### Courses Taught in Languages Other than English

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

Science:				

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

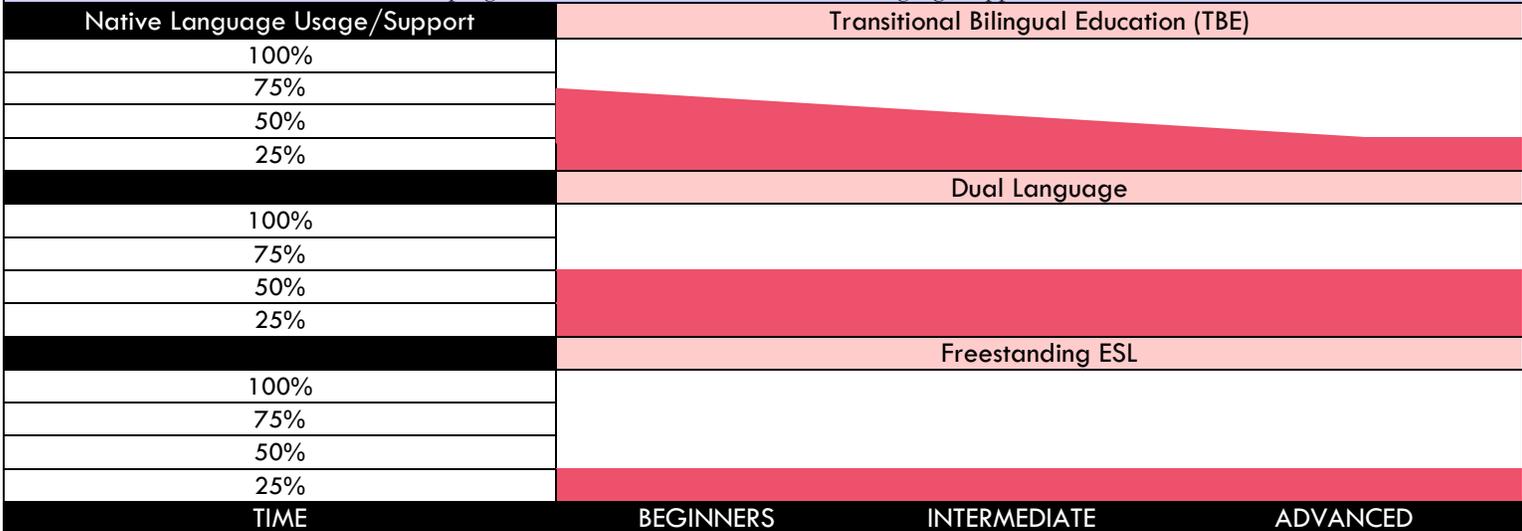
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
The following interventions are used for targeted ELL students (all groups and levels):  
AWARDS - This intervention program is designed for Early Childhood ELL students who in addition to language skills work on phonics and fluency. This program is also supported through the use of technology. Students are given laptops to work with along with the guidance of the teacher.  
READING REFORM- a research-based, program that provides explicit instruction in phonemic awareness and phonics.  
FOUNDATIONS/WILSON READING - Foundations is used with Kindergarten students and focuses on phonemic awareness, phonics, and fluency. Wilson is used with grades 2- 5 and also focuses on phonic, fluency but includes additional emphasis on vocabulary and comprehension.  
FOCUS FORWARD- Is an instructional program to provide intensive intervention for grades 3-5, who are reading below grade level.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
FOCUS FORWARD- This program builds on the necessary foundational skills in reading and writing due to the motivation and confidence among students. The students share their prior knowledge and life experiences, which builds on language fluency in speaking and writing when expressing themselves.
11. What new programs or improvements will be considered for the upcoming school year?  
Currently, there are no new programs. However, we will continue to use the current Reading programs to enhance proficiency.
12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students are placed in monlingual settings. Therefore, they participate in all programs afforded to monolingual students. The after-school academy is specifically designed for ELL students, but other programs (AIS, Extended Day, Inquiry-based projects, school wide extracurricular activities and sports) include ELL students. Teachers in general education are also given the opportunity to receive training in ELL strategies. This is in an attempt to provide teachers with instruction and support for students to allow optimal and full participation in the classroom. Training also develops teachers in necessary skills, knowledge and sensitivity that will heighten expectations.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Some of the materials used for newcomers, long-term ELLs, ELL students with special needs, and Intermediate/Advanced ELL students include: AWARDS, Into English, Reading Reform, Willson Reading, and Focus Forward.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Students whose native language is Spanish are strategically placed in classes where the teacher is a Spanish speaker and is able to communicate effectively with students. These classrooms also contain library materials in both English, Spanish and French (for some of our French speaking students). The school library also has a foreign language section for student access.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The Bilingual Social Worker and Guidance Counselor are on site to support our ELL students. There is also a Speech Therapist who provides services to our native Spanish speakers.
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.  
An orientation is given to students who are newly arrived. The ELL teachers, classroom teachers, Guidance Counselor and Parent Coordinator, take part in this orientation which is usually given in collaboration with a parent orientation session in September. There is a "Meet and Greet" designed for students who are new to the school, conducted by classroom teachers and Parent Coordinator, and CBO. Parents are invited to "Meet and Greet" as a way to inform them on after-school programs, health and welfare outreach, sports, arts, and other school community related programs. At the beginning of the school year, teachers assign buddies to new students to help them assimilate into the school and classroom.
18. What language electives are offered to ELLs?  
Since C.S. 134 is an elementary school, there are no second language courses offered. However, there are staff members who speak a second language who assist ELL students (who speak a specific language) when needed.
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.

1. The professional development plan for ELL personnel including teachers of ELL students, includes training for teachers in ESL strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. This training is provided by inhouse personnel licensed in ESL. Teachers of ELLs are also encouraged to take courses leading to and ESL extension. Study groups in second language acquisition have been developed to keep monolingual and special education teachers informed on issues related to ELL students. Study groups are also part of the on going professional development included in the plan.

2. In order to support ELL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principals, and Parent Association provide various support systems for parent and students. Intervisitations with neighboring schools are encouraged and assist parent in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selection of appropriate schools to meet individual student needs as well as to complete necessary forms.

3. A consultant who specialized in ESL strategies assists teachers with approaches and techniques necessary for implementation in the classroom. The Fordham PSO has also provided several ESL, Second Language Acquisition, and other workshop opportunities for teachers of ELL students and monolingual teachers. We are also hoping to continue our relationship with the Bronx BETAC, who also provides additional assistance to our staff.

4. The ELL Coordinator is responsible for providing the necessary training (which exceeds 10 hours) for teachers of ELL students. The ESL teacher also attends additional training provided by the Network. Teachers are trained using the Q-TEL model for instruction. This model is modified to meet the needs of teachers in elementary and special education. The training is offered either after school in sessions or one week-end. The trend has been for sessions after school. At the conclusion of training, teachers are given a certificate by the ESL Coordinator. These certificates are maintained in the teacher's files and entered as professional development.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Every year, the school is making every effort to increase parental involvement. This is attributed to programs that have become available to parents. There are several workshops conducted for parents of ELL students by ESL teacher and other contracted personnel. The ESL teacher, Assistant Principal, and Parent Coordinator have worked very closely together in planning and providing additional services.
  2. The school partners with the FoodBank of New York, St. Barnabas, Sports & Arts in Schools Foundation, and neighboring schools, in order to provide various services to ELL parents.
  3. Workshops and events are based on the needs expressed in a needs survey conducted at the end and beginning of each school year by the Parent Coordinator. The results of the survey are reviewed with the School Leadership Team and Parent Association. The responses inform the school of what is needed and what should be included in the Parent Compact.
  4. The needs of parents change on a yearly basis. Careful consideration is given when the team makes decisions about what should be prioritized. The goal of the school is not only to increase involvement but to include the parents of ELL students as part of the school community. In order to ensure communication, it is important to have appropriate translators and materials for parents who speak languages other than English or Spanish. ELL students participate in programs with their parents (Parents as Partners), parents have an opportunity to volunteer through the Learning Leaders program. Parents are also invited on several occasions throughout the year to participate in trips, celebrations, and other events.

## 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: 134**

**School DBN: 12X134**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Thomas	Principal		12/9/13
Marie Almonor	Assistant Principal		12/9/13
Rebecca Cherry	Parent Coordinator		12/9/13
Maria Claudio	ESL Teacher		12/9/13
Luz Ramos	Parent		12/9/13
Ivonne Toro	Teacher/Subject Area		12/9/13
Leyda Cintron	Teacher/Subject Area		12/9/13
Doreen Torres	Coach		12/9/13
	Coach		
Mary Anderson	Guidance Counselor		12/9/13
Marge Struk	Network Leader		12/9/13
Delia Genao	Other <u>Speech Provider</u>		12/9/13
	Other _____		
	Other _____		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 12X134 School Name: C.S. 134X George Bristow Elementary

Cluster: 5 Network: 551

**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**

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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.

Based on the needs assessment survey conducted at the beginning of the school year, members of the ELL team made the following recommendations for services beneficial to our non-English speaking population:

Most materials are scheduled for translation prior to meetings. New materials, if not provided in Spanish are translated by a member of the faculty as soon as possible in order to be available in a timely manner.

More translation services are needed to facilitate communication with parents of low incident languages, mainly among the African speaking population.

Data based on yearly accountability status demonstrates an increase in different ethnic and cultural backgrounds other than Spanish. This includes recent immigrants and transfer students coming from various muslim, arabic, and african tribal backgrounds. Meeting the needs of certain African dialects makes it necessary to seek translation services and individuals, including parents, who speak these regional languages.

These parents need support in understanding and interpreting policies and procedures. Therefore, during orientation, information is disseminated to parents. All materials are prepared in the summer, based on data provided on the demographic breakdown on ATS.

Parents need more assistance in understanding effective instructional practices necessary for increasing the academic performance of their child(ren). Workshops are provided throughout the year to parents in order to assist them in utilizing strategies at home to assist their child(ren).

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.

During meetings with the Parent Coordinator, PTA and other forums, we have a need for information to be translated so that all participants understand and receive the same information. During parent/teacher conferences, we have identified parents who were unable to understand information shared by the teachers regarding their child's academic performance due to language barriers. There continues to be a tremendous increase in both Hispanic and African speaking population. The need for translation among different dialects is paramount. Latinos and Africans continue to be among the dominant language groups. Although French and Fulani are now in demand. Currently, there are two staff members who assist with the translation Spanish and French materials.

## Part B: Strategies and Activities

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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.

Two staff members are hired as Spanish and French translators. These members perform translation duties as per session work when needed. Information will always be provided to the staff translators two weeks prior to publication. Translation of all documents are considered vital for parental involvement (flyers, progress reports, forms, etc.) and engaging activities which are part of the school community. The parental committee as described in the Parent Involvement Policy, will continue to support the school by providing assistance of parents who speak low incident languages. The ELL Coordinator continues to utilize the language and interpretation services provided by the Department of Education, for parents who speak specific languages where there is no staff member fluent in that language. Members of the parent committee also assist with oral translation when needed. During state mandated testing, flyers and correspondence are sent home in the native language and in English. Every effort is made to locate pedagogues who can translate and administer exams of low incident languages, when necessary.

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.

Our PTA member provides oral translation during Parent/Teacher conferences and events. Our school staff translators also provide translation during our parent orientation and school ceremonies. All written information is translated in available languages. We are able to provide the majority of translation services through in-house resources, where possible. We would like to use part of our funds to hire the assistance of a Fulani speaker for some of our African students. There is also a pedagogue on staff who provides translation for our Arabic speaking population.

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>.

All notices are strategically posted at the entrance of the school on the parent information bulletin board. The Parent Coordinator and PTA president play major roles in the circulation of information sent to our parents. Translation services are available for Parent/Teacher conferences, workshops, and other after school activities. A request for services for unavailable languages is submitted to the Department of Education, when necessary.