



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

**DRAFT – PENDING NYSED APPROVAL**

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

**07x161**

**School Name:**

**JUAN PONCE DE LEON**

**Principal:**

**ELIAMARIE SOTO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Juan Ponce De Leon School Number (DBN): 07x161  
School Level: Elementary Grades Served: Prek-5<sup>th</sup>  
School Address: 628 Tinton Avenue Bronx ,NY 10455  
Phone Number: (718) 292-5478 Fax: (718) 292-5476  
School Contact Person: Eliamarie Soto Email Address: Esoto2@schools.nyc.gov  
Principal: Eliamarie Soto  
UFT Chapter Leader: Darlene Ingram  
Parents' Association President: Nancy Morrero  
School Leadership Team  
Chairperson: Co-Chairs: Eliamarie Soto & Altagracia Pesnell  
Student Representative(s): NA

**District Information**

District: 07x Superintendent: Yolanda Torres  
501 Courtlandnt Avenue Room 102  
Superintendent's Office Address: Bronx, NY 10451  
Superintendent's Email Address: Ytorres5@schools.nyc.gov  
Phone Number: (718) 742-6587 Fax: (718) 6548

**Cluster and Network Information**

Cluster Number: One Cluster Leader: Chris Groll  
Network Number: 109 Network Leader: Maria Quail

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

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

### Directions:

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)
Eliamarie Soto	*Principal or Designee	
Darlene Ingram	*UFT Chapter Leader or Designee	
Nancy Marrero	*PA/PTA President or Designated Co-President	
	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	
Elena Harmon	Member / Teacher	
Meghan Raymond	Member/ Teacher	
Altagracia Pesnell	Member/ Teacher	
Giselle Quinones	Member/ Teacher	
Lisette Bonilla	Member/ Teacher	
Adam Negron	Member/ Parent	
Carmen Figueroa	Member/ Parent	
Joselyn Blanco	Member/ Parent	
Cruz Oscar Molina	Member/ Parent	
Sara Kamate	Member/ Parent	
Rosa Ramirez	Member/Parent	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
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.

Our mission, at P.S. 161, is to make our school child-centered in an environment of excellence. Through an open team approach involving our entire school community, we will create an atmosphere where children will show willingness to question, explore and share. We will instill a love of learning so that all our students can reach their full potential and become contributing members of society. We will foster lifelong goals of independent thinking, responsible citizenship, and an appreciation of individual differences, academic excellence and high standards. The teachers of P.S. 161 immerse students in learning environments in which clear expectations are the norm. Teachers believe students learn best when actively engaged in purposeful and meaningful tasks which facilitate connections to both their personal lives and the world at large. Teachers empower students by sharing with them "where they are in their learning and where they need to be." These conversations are driven by formative assessments which guide instruction in terms of modeling, large and small group instruction as well as individual needs. Students thus set goals based on this information and receive timely feedback from both teachers and peers to facilitate this endeavor. Rubrics and samples of finished work products guide students as they engage in their tasks and provide feedback to their peers.

As per our last Focus School Quality Review Full Report 2013-2014

### **What the school does well:**

- Leaders ensure that the chosen curriculum is aligned to the Common Core Learning Standards (CCLS), with an emphasis on academic tasks that engage all learners, including English language learners and students with disabilities (SWDs). (1.1)
  1. Across the majority of classrooms, teachers' lesson plans include key ideas and essential questions aligned to the CCLS. For example, a 4th grade Reading unit was planned to include Literacy standards and tiered activities that addressed the strengths and gaps of all students, including English language learners and SWDs. As a result, across classrooms and grades, students are consistently engaged in academically rigorous tasks that promote higher order thinking skills for all learners.
  2. Teachers consistently meet vertically and horizontally to analyze student work, in order to refine and plan next steps for a variety of learners including English language learners and SWDs. Teachers collaboratively analyze current student work, share effective practices, draw inferences, and plan next steps so that a variety of learners have the opportunity to be engaged and have access to the chosen curriculum.
- Leaders make strategic use of resources that allow teacher teams to meet regularly, both vertically and horizontally, resulting in improved lesson planning and collaboration that meets the learning needs of a variety of learners. (1.3)
  1. Leaders make strategic teacher assignments to structure multiple opportunities for academic intervention services, small group instruction, after school programs and Saturday Academies resulting in targeted support for struggling students. For example, leaders have structured

“frozen time” from 9:35 A.M. to 10:05 A.M. daily during which time every teacher works with a small group to target students’ specific needs. During “frozen time”, teachers certified in English as a second language, target vocabulary development by using the Tiered Model Word Study. Students are immersed in units of study that stress real world application resulting in improved vocabulary skills, as well as promoting career and college readiness learning opportunities.

2. Leaders have made strategic use of resources by purchasing SMART boards for classrooms, with a goal to equip all classrooms by June 2015. Additionally, the school is partnered with an AUSSIE consultant, one for English language arts and two consultants for math. These consultants continue to assist the school in developing lab sites, which allow teachers to meet on a weekly basis to work collaboratively, reflect, plan and revise the curriculum. The leaders have provided the teachers with several research-based programs, such as *Imagine Learning*, *I-Ready*, *Ready-Print*, and *Splash*. These resources align with the school’s instructional goals. For example, *Imagine Learning* is utilized to address the needs of those English language learners who have been identified as needing more targeted support in acquiring English. The *Splash* program has a component that helps teachers plan differentiated lessons with effective scaffolds for SWDs. This more focused and targeted individual support is showing an improvement in student achievement as monitored and tracked by the grade level inquiry teams.

- Leaders have established a positive learning environment with high expectations for all students, which are communicated and supported by all the stakeholders of the school. (3.4)
  1. The leaders conducted a needs assessment in the beginning of the year which surfaced questioning and differentiation as the predominant needs, thus the leaders have aligned their professional development to address such gaps. In order to measure the effectiveness of the ongoing professional development, the cabinet conducts monthly walkthroughs aligned to the Danielson Framework for Teaching, which allows them to norm the feedback to the whole staff. During an observed team meeting, which is attended by at least one administrator, teachers were collaboratively evaluating the effectiveness of particular teaching practices, aligned to the school-wide foci (questioning and differentiation) by citing specific examples in their own student products, and planning next steps for their individual classes as well as for the entire grade. As a result, the school leaders’ effectively communicate high expectations and provide valuable learning opportunities to support staff throughout the school.
  2. The school routinely communicates high expectations to the families via a newsletter and workshops. Parents are invited to various workshops, Conference Tuesdays, curriculum activities, etc., where the grade expectations are shared and explained. Special attention is given to the parents of the English language learners. The leaders will continue to partner with the Society of the Educational Arts, Inc. (SEA) which provides various arts and theatre sessions for the K-5th English language learners and their families resulting in the parents’ enhanced understanding of the curriculum and strong collaboration between school and community. The school will continue to conduct a series of professional development on the connection between the CCLS and their implications for career and college readiness. As a result, school leaders and staff consistently communicate their expectations for learning to students and parents.

## What the school needs to improve

- Deepen teacher pedagogy across classrooms to provide all students with multiple entry points to the curriculum to further extend their learning. (1.2)
  1. Across classrooms teachers are beginning to provide multiple entry points to a variety of learners. School leaders have provided professional development sessions focusing on differentiating the lessons, the product and the tasks. Although in one 5<sup>th</sup> grade classroom, students were engaged in differentiated and rigorous tasks which asked them to compare, contrast and evaluate the contributions of famous African Americans, in the remainder of the observed classrooms, teaching strategies and tasks inconsistently provided opportunities for high order thinking and engagement for the diverse student population. For example, in an observed classroom, students were discussing a text using questions, provided by the teacher, such as, “what did the character do? Where in the text does it say that?” These low-level questions resulted in conversations that demonstrated literal comprehension and limited high order thinking. Across classrooms, the lack of challenging questioning limits students’ abilities to engage in appropriate tasks and demonstrate higher order thinking skills in work products.
- Ensure that the various assessments are adjusted at the teacher team and classroom levels that are sensitive to the instruction, resulting in actionable feedback to students. (2.2)
  1. In a preponderance of classrooms, displayed student work had teacher feedback. Additionally, rubrics and checklists are being utilized across the content areas. However the feedback and the next steps are mostly generic; for example, on a 5<sup>th</sup> grade writing piece, the teacher suggested “add more details...include periods at the end of each sentence...” As a result, students are not being given actionable feedback resulting in low level student work, and limited adjustments to the lesson planning.
  2. Across classrooms, teachers are implementing various checks for understanding, such as individual and group conferences, use of checklists, exit slips as well as peer partnerships. Additionally, the school uses the data derived from the assessments to formulate guided reading groups. Furthermore, an observed teacher team was planning some changes to the next unit of study. However, feedback that guides the students towards mastery levels and beyond is limited, thus hindering the opportunity for students to maximize their learning potential.
- Refine the support and professional development to address the various levels of teacher expertise that will result in improved pedagogical practice and that promotes professional growth and reflection. (4.1)
  1. School leaders have a system to use observation data to plan the professional development as well as aligning it to the teachers’ self-identified needs. Leaders facilitate *lunch-and-learns* as well as after school sessions. A variety of resources, such as ARIS, professional articles, Georgia units of study, and contracted consultants offer multiple opportunities for learning. Furthermore, all teachers, including those new to the profession, are provided opportunities to attend Children First Network and

Department of Education training. However, in observed teaching practices, various levels of expertise were identified. For instance, one Special Education teacher had students engaged in a math lesson with differentiated tasks with appropriate and strategic scaffolds, while in other classrooms, students were observed to do the same tasks without the differentiated entry points. As a result, teachers are not given the opportunity to use the Danielson Framework to ensure the analysis of student work/data is effective and that professional development provides clear expectations that supports a culture of development across classrooms.

**Areas of Most Growth / Accomplishments:**

- Structures for positive learning environment, inclusive culture, and student success
- Aligned use of resources to support instructional goals that meet students' needs
- Curricula-aligned assessment practices that inform instruction

**Areas of Focus for 2014-2015:**

- Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes
- Research-based, effective instruction that yields high quality student work
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

## 07X161 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	534	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		93.9%	% Attendance Rate	90.9%
% Free Lunch		94.3%	% Reduced Lunch	3.2%
% Limited English Proficient		23.4%	% Students with Disabilities	28.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	21.7%
% Hispanic or Latino		75.3%	% Asian or Native Hawaiian/Pacific Islander	0.8%
% White		1.7%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	13.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	7.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.4%	Mathematics Performance at levels 3 & 4	13.9%
Science Performance at levels 3 & 4 (4th Grade)		61.0%	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		NO	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		NO		
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		YES	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	N/A
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		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	534	SIG Recipient
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Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
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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		% Attendance Rate		90.9%
% Free Lunch		% Reduced Lunch		3.2%
% Limited English Proficient		% Students with Disabilities		28.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		% Black or African American		21.7%
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander		0.8%
% White		% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		13.9%
Science Performance at levels 3 & 4 (4th Grade)	61.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		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	NO	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	NO			
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	YES	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		N/A
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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School Configuration (2014-15)

Grade Configuration	PK,0K 01,02, 03,04, 05	Total Enrollment	534	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		93.9%	% Attendance Rate		90.9%
% Free Lunch		94.3%	% Reduced Lunch		3.2%
% Limited English Proficient		23.4%	% Students with Disabilities		28.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.4%	% Black or African American		21.7%
% Hispanic or Latino		75.3%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White		1.7%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		3.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		13.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)		7.82
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		9.4%	Mathematics Performance at levels 3 & 4		13.9%
Science Performance at levels 3 & 4 (4th Grade)		61.0%	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		NO	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		NO			
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		YES	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		N/A
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		YES			
<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 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:**

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.
3. 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.	D
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.	D

**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.

As per our last Focus School Quality Review Full Report 2013-2014, leaders have established a positive learning environment with high expectations for all students, which are communicated and supported by all stakeholders of the school. (3.4) The school needs to develop and implement protocols and monitoring systems for reviewing unit and lesson plans to assure alignment with the Common Core Learning Standards (CCLS) and New York State content standards. Focus meeting time on the rigorous implementation of the CCLS and the use of data to adjust curricula to ensure growth and student achievement across content areas and grade levels. (3.3) In addition, the school needs to ensure that the various assessments are adjusted at the teacher team and classroom levels and are sensitive to the instruction, resulting in actionable feedback to students. (3.5)

### 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, 100% of the school’s curriculum will be aligned to the Common Core Learning Standards as evidenced by curriculum maps, instruction, assessments, and instructional resources.

### 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>
<u>Activity # 1: Data Analysis</u> <i>In order to facilitate gains as well as monitor and revise curriculum, we will continue to analyze data derived from various data systems, to help establish initial goals for teachers / students, as well as group students strategically in ELA and Math subgroups. We will have a data wall so that instructional teacher teams and others will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Monthly school-wide inquiry team, teacher teams, and Grade-level Inquiry Team will share, review data, student work and continue with the focus of research and data driven planning meeting in order to make informed decisions regarding curriculum. (October 2014-June 2015). Teachers will use student work and data to focus on how to best implement rigorous CCLS aligned performance tasks. These tasks are derived from multiple instructional resources used by the school such as ReadyGen, Go Math, and MOSL. (SOP 2.5)</i>	<i>All classroom and out of classroom teachers</i>	September,2014-June,2015	<i>Principal, Assistant Principals, external Staff Developers, CFN-109 Instructional Specialists and Data Specialist</i>
<u>Activity #2: Professional Development</u> <i>We will continue professional development to enhance our literacy program (READY GEN), which includes reading, writing, listening, and speaking. We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. We will continue to provide ongoing professional development in ARIS, web-based systems, data collection and analysis to all teachers in order to facilitate the alignment of unit goals and data driven decision-making. Outside Professional Development consultants will analyze data derived from various assessments to make purposeful decisions in grouping subgroups in order to facilitate gains as well as monitor and revise curriculum. The instructional teacher teams and others will have a general access location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement, weekly Home school-wide inquiry team and teacher team meetings to share, review data and student work, with a focus on research-based practices; these data driven planning meetings will run from November, 2014 - June, 2015.</i>	<i>All classroom and out of classroom teachers</i>	September,2014-June,2015	<i>Principal, Assistant Principals, external Staff Developers, CFN-109 Instructional Specialists and Data Specialist</i>

<p><i>This data will be used to determine which subgroups will be targeted for the ELA/Math Prep Academy, Title III After-School Program, Frozen Time groups including RTI, Academic Intervention for Reading and Math, as well as for Reading Rescue students. The Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions and monthly one to one data/assessment meetings will continue to take place. The Periodic Assessment Dates: November 2014, January 2015, and March 2015 (will have various forms of assessments gathered such as: Writing baselines, mid-lines and end of the year writing products, Fountas and Pinnell reading running records)(SOP 2.2., 2.5)</i></p>			
<p><b>Activity #3: ADVANCE System (Teacher Effectiveness)</b>  Classroom, out of classroom, and cluster teachers will continue to differentiate instruction (appropriate challenging tasks) and use scaffold strategies with targeted groups of students to guide and support student outcomes as measured by the CCLS. <i>Weekly grade team meetings and weekly Inquiry Team meetings will provide teachers time to share and review data / student work to help direct instruction. We will continue to provide academic intervention for students on levels 1, 2, and 3. Teachers will have regular conferences with students in order to address their strengths, weaknesses, and next areas of improvement, they will continue to provide structured remedial intervention for at-risk students during the allotted Frozen time period in the daytime. We will continue with assessment protocols and re-distribute to all teachers the first week of school, September, 2014. Yearlong mentoring will continue to be provided to new teachers to address data collection and analysis expectations. The Principal, Assistant Principals, and Grade Team Leaders will schedule weekly common planning meeting with grade leaders to facilitate planning based on results of data collection. The school data specialist will continue to play a major role in developing and maintaining various Excel data spreadsheets, teachers will teach monthly Character Traits (use of Wise Skills program) to support students who need social-emotional comprehension strategies. Students will continue to be placed in strategic groupings through our school-wide academic intervention initiative referred to as "Frozen Time"; after careful analysis of data. This will address all student needs through literacy based on the five pillars of Reading. (SOP 2.2., 2.5)</i></p>	<p><i>All classroom and out of classroom teachers</i></p>	<p>September,2014- June,2015</p>	<p><i>Principal, Assistant Principals, external Staff Developers, CFN-109 Instructional Specialists and Data Specialist</i></p>

**Part 4 – Resources Needed**

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

- *Arrangement of common preps built into master schedule*
- *Teacher team discussions regarding assessment*

- Use of Teacher designed assessments
- Instructional Leads collaboration on curriculum mapping
- Teacher voting process for designated meeting times
- Teacher Interclass visitations and teachers included in walkthroughs
- Teacher surveys given at beginning of the year, in order to tier PD opportunities

**Part 5 – Budget and Resource Alignment**

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

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

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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:

- 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.

By February 2015, there will be a 2 ½ % increase in student achievement as measured by the January CCLS Aligned Fall Benchmark Assessments.

*1. DATA ANALYSIS- Administrators, data specialist, all classroom / out of classroom teachers will continue to monitor student data from various assessments to focus on designing CCLS aligned tasks that promote higher order thinking skills. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. The Literacy & Math Consultants will continue to provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on relevant and current data.*

*2. PROFESSIONAL DEVELOPMENT- Administrators will ensure and oversee the provision of multiple and varied professional development opportunities pertinent to the teachers’ and students’ needs. The Literacy and Math consultants will deliver these workshops as they pertain to the current units of study along with general best practices.*

*3. ADVANCE- Administrators will continue to be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year, using the ADVANCE system to continue to observe growth in Instructional practices throughout the school community. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will continue to work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.*

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

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

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

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	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:**

6. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
7. 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 to continue to provide a school culture that creates a positive learning environment which supports the academic and social-emotional growth of all students, we will continue monitoring and rewarding positive behavior for all students.

**School Strengths:**

P.S. 161 proactively addresses students’ behaviors by the implementation of the *Positive Behavior Intervention and Supports (PBIS) Initiative*. Through PBIS and WISE Skills, students are more predisposed to socially acceptable behaviors that are directly taught, regularly practiced in a natural environment, and followed by frequent positive reinforcement with the STAR school motto, “*Act like a Star, Look like a Star, Speak like a Star, Be a Star*”.

**School Needs for Tenet 5.5:**

*In order for the schools’ strategies and practices to align with the concepts in the effective column of Tenet #5, the school will collect and analyze data to identify and support the social and emotional development needs of students. We will use this analysis to develop a plan to address student needs and promote social, emotional and academic achievement across classrooms.*

**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.

All students in grades Pre-Kindergarten – fifth grade will be provided with school-wide support initiatives evidence by student of the month showcase, PBIS star points, and reduced school-wide occurrence and suspension rate by 5%.

**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> <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>	<p><b>Target Group(s)</b> Who will be targeted?</p>	<p><b>Timeline</b> What is the start and end date?</p>	<p><b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Activity #1: Positive Behavior Interventions and Supports (PBIS) Initiative</u> – <i>PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is NOT a curriculum, intervention, or practice, but a decision making framework that guides behavioral practices for improving behavior outcomes for all students (SOP 5.2)</i></p> <p><i>Increased star points on a daily and weekly basis evaluate the effectiveness of the PBIS initiative. School leaders and all staff members award star points for STAR behavior. All students have the ability to earn 35 points on a weekly basis and additional points for exemplary conduct. The rubric for what is considered star behavior is displayed throughout the school building are also displayed and connected to the rubric for the school motto of: “Act like a Star, Look like a Star, Speak like a Star, Be a Star”. Students are given an opportunity to exchange star points for tangible reward.</i></p> <p><i>A PBIS Committee has been structure with at least one member from a cross section representative of the school personnel to discuss student behavior referrals. PBIS team members have attended professional development on implementation of PBIS and use of SWIS. On a monthly basis during common preps, on PBIS Committee member will present and discuss data and that month’s targeted WISE skill. Additionally, during this time teachers will provide their feedback as to the overall behavioral climate within their classrooms and exchange ideas for new behavioral strategies.</i></p>	<p>Students in K-5</p>	<p>September 2015-June 2016</p>	<p>School Leaders, classroom teachers, counselors, school aides</p>

<p><b>Activity #2 WISE Skills</b> – <i>A comprehensive interdisciplinary character education program that helps schools, families and communities equip students with critical character qualities they need to be successful. Wise Skills has progressive school wide goals that lead to overall school success in helping students develop both performance character and moral character. As a result: (1) Student’s character is impacted, (2) School climate improves, (3) Instructional time increases, (4) Academic achievement grows, and (5) A positive learning environment is created .The school component helps schools model, teach and reinforce good character through interdisciplinary classroom activities. (SOP 5.2, 5.5)</i></p> <p><i>School leaders and all staff members can evaluate the Wise Skills character education program as students speak to the expectations of appropriate school behavior and the targeted monthly skill displayed throughout the school and on a specific bulletin board in every classroom. All School leaders and teachers monitor student’s daily actions with one another in classroom discussions and peer-to-peer assessments. Assemblies afford them opportunities to share ideas and their points of view, thus giving them a voice of expression in a risk-free environment. Students overwhelmingly indicate that their teachers are great because they serve as “examples” or role models always willing to help them with their problems. In addition to their teachers, support personnel provides students with one-to-one or small group guidance on a frequent basis leading to reflective conversations that inform them on making favorable decisions that positively impact on their daily interactions and school work.</i></p>	Students in K-5	September 2015-June 2016	School leaders, classroom teachers, counselors, school aides
<p><b>Activity #3 School-Wide Information System (SWIS)</b> – <i>SWIS is a reliable and confidential web-based information system, to collect, summarize, and use student behavior data for decision-making. The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions: A) How often do referrals occur? (B) What problem behaviors occur most frequently in our building? (C) Where are problem behaviors likely to occur? (D) When are problem behaviors most likely to occur? and (E) Which students are involved in referrals? (SOP 5.2, 5.5)</i></p> <p><i>On a monthly basis, key personnel and out of classroom staff i.e., counselors will review school-wide referral patterns of classroom infractions as well as out of classroom incidents through five basic reports to evaluate current behavioral interventions for their effectiveness in decreasing and preventing behavior incidents.</i></p>	Students in K-5	February 2015-June 2016	Classroom teachers, counselors, school aides

**Part 4 – Resources Needed**

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

School leaders and staff have collaboratively created a safe environment that is responsive to the social emotional needs of all students. Through ongoing meetings spanning from school-wide to classroom community forums, students understand the qualities of positive behavior by enunciating that in order to be recognized and acknowledged, there are four important steps to take: “Act like a Star, Look like a Star, Speak like a Star, Be a Star.” This school-motto is the driving motivation that has students talking about how respect, learning and good attendance contribute to their social emotional growth and academic success. The WISE skills character education program delivered by classroom teachers

helps to instill the critical character qualities needed to be successful students and vital parts of our community through the use of skits, reflective journal writing and focus worksheets. Teachers also enhance skills through related texts. Key personnel/out of classroom staff, i.e., counselors, will monitor and gather out of classroom and in classroom behavior data to input into (SWIS) to continually meet the behavioral needs of our student body.

**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>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<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.

By February 2015, there will be a 2 ½ % increase in positive student behavior evidenced by student of the month showcases, PBIS star points in and out of the classroom setting, and reduced school-wide occurrence and suspension rate.

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

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

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

**Section 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:**

8. 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.
9. 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.	D
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.	D
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.	D
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:**

10. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
11. 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.

- Refine the support and professional development to address the various levels of teacher expertise that will result in improved pedagogical practice and promotes professional growth and reflection. (4.1), 2013-2014 Quality Review, page 7. HEDI: Developing
- School leaders have a system to use observation data to plan the professional development as well as aligning it to the teachers’ self-identified needs. Leaders facilitate *lunch-and-learns* as well as weekly professional development sessions. With a wide variety of resources, such as professional articles, workshops, inter-visitations, teacher-led study groups, inquiry, professional book studies, and grade-level planning that provide strategies and techniques to improve learning outcomes across various levels of teacher expertise. Contracted consultants offer multiple opportunities for collaboration across the grades and learning. Furthermore, all teachers, including those new to the profession, are provided opportunities to attend Children First Network and Department of Education training. In observed teaching practices, various levels of expertise were identified. In order to address different areas of need, our goal is to utilize the Danielson Framework and tiered professional development, which provides clear expectations that, supports a culture of learning across classrooms.

### 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, the Professional Development Committee and Administration, will provide teachers with multiple professional development opportunities including but not limited to workshops, inter-visitations, classroom lab sites, teacher-led study groups, inquiry, grade-level planning, professional book studies, and webinars that provide strategies and techniques that improve learning outcomes across various levels of teacher expertise.

**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> <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>	<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>
<p><u>Activity #1. DATA ANALYSIS-</u> <i>In order to facilitate gains as well as monitor and revise curriculum we will analyze data derived from various data systems to help establish initial goals for teachers/students, as well as group students strategically in ELA and Math subgroups. Throughout the school year, bi-monthly school-wide inquiry teams, monthly grade inquiry teams and teacher team meetings will share and review data and student work in an effort to appropriately modify and design effective instruction to meet all students’ needs. (SOP 4.3, 4.5.)</i></p>	<p><i>All classroom and out of classroom teachers.</i></p>	<p><i>September, 2014-June, 2015</i></p>	<p><i>Principal, Assistant Principals, Professional Development Committee, MOSL Committee, Inquiry Teams, Data Specialist, Consultants, CFN-109, Instructional Specialist</i></p>
<p><u>Activity #2. ADVANCE-</u> <i>We will fully participate in the ADVANCE-Teacher Effectiveness Program to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS. Teacher effectiveness in using various forms of data will be evaluated in order to plan instruction that improves student outcomes as measured by NYS summative assessments and levels. To meet the needs of students from various subgroups and push them to the next level, classroom and cluster teachers will differentiate instruction and establish a shared language about instruction School administrators can use this to better understand where teachers in their schools excel and where they need additional support. (SOP 4.3, 4.5)</i></p>	<p><i>All classroom and out of classroom teachers.</i></p>	<p><i>September, 2014-June, 2015</i></p>	<p><i>Principal, Assistant Principals, Professional Development Committee, MOSL Committee, Inquiry Teams, Data Specialist, Consultants, CFN-109, Instructional Specialist</i></p>
<p><u>Activity #3. PROFESSIONAL DEVELOPMENT-</u> <i>We will continue tiered professional development with our curriculums that are comprehensive Common Core aligned programs. This along with ongoing professional development and web-based systems, data collection and analysis, unit goals and data driven decision-making, will support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. (SOP 4.3, 4.5)</i></p>	<p><i>All classroom and out of classroom teachers.</i></p>	<p><i>September, 2014-June, 2015</i></p>	<p><i>Principal, Assistant Principals, Professional Development Committee, MOSL Committee, Inquiry Teams, Data</i></p>

			Specialist, Consultants, CFN- 109, Instructional Specialist

**Part 4 – Resources Needed**

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

Activity #1 DATA ANALYSIS- *Common preps will be built into the master schedule and will be deliberately structured such that team have substantial and regular meetings that result in improved teacher practice, increase in student engagement, and mastery of goals for groups of students. Furthermore, monthly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.*

Activity #2 ADVANCE- *Common preps will be built into the master schedule and will be deliberately structured such that teams have substantial and regular meetings that result in improved teacher practice increase in student engagement, and mastery of goals for groups of students. Furthermore, monthly and bimonthly inquiry teams composed of staff from the various constituencies will systematically share and analyze student work in order to generate next steps.*

Activity #3 PROFESSIONAL DEVELOPMENT- *Professional development workshops will be provided during common preps, weekly professional development Mondays and built into full-day Chancellor Conference Days. Professional development surveys will identify areas of strength and weakness in order to provide a framework for supporting teacher development. Teachers can use this framework to reflect on their practice and discuss professional growth with school Administrators and colleagues.*

**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>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<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:

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

*By February 2015*

*1. DATA ANALYSIS- Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions, and monthly one-to-one data/assessment meetings. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Consultants and instructional coaches will provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on relevant and current data.*

*2. ADVANCE- Administrators will have conducted initial conferences to formally begin the observation cycles throughout the year. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.*

3. *PROFESSIONAL DEVELOPMENT- The Professional Development Committee and Administrators will ensure and oversee the provision of multiple and various tiered professional developments opportunities pertinent to the teachers' and students' needs. Instructional specialists, outside professional development consultants, classroom teachers, and out of classroom teachers, will deliver these workshops as they pertain to the current units of study along with general best practices.*

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

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

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

**Section 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

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b> 12. 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. 13. 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 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	D
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
<b>Part 1b. Needs/Areas for Improvement:</b> 14. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>Developing</u> and <u>Ineffective</u> . 15. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.		
The administrative cabinet will continue the use of the Danielson Framework / ADVANCE observation system in order to conduct targeted and frequent observations. These observations will help track progress of teacher practices based on student data, feedback and professional development opportunities. The ADVANCE system will continue to hold administrators and staff members accountable for continuous improvement.		

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
<i>By June, 2015, all classroom teachers will continue to gather and analyze both formative and summative assessment data in order to identify student needs, formulate flexible student groups, inform teachers’ instructional practice, and monitor student progress which will result in an increase of student achievement by 5%.</i>

**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> <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>	<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>
<p><u>Activity # 1: Data Analysis</u> <i>In order to facilitate gains as well as monitor and revise curriculum, we will continue to analyze data derived from various data systems, to help establish initial goals for teachers / students, as well as group students strategically in ELA and Math subgroups. We will have a data wall so that instructional teacher teams and others will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. Monthly school-wide inquiry team, teacher teams, and Grade-Level Inquiry Teams will share, review data, student work and continue with the focus of research and data driven planning in order to make informed decisions regarding curriculum. (October 2014-June 2015). Teachers will use student work and data to focus on how to best implement rigorous CCLS aligned performance tasks. These tasks are derived from multiple instructional resources used by the school such as Ready Gen, Go Math, Aussie Units of Study, and MOSL. (SOP 2.5)</i></p>	<p><i>All classroom and out of classroom teachers</i></p>	<p>September,2014- June,2015</p>	<p><i>Principal, Assistant Principals, external Staff Developers, CFN-109 Instructional Specialists and Data Specialist</i></p>
<p><u>Activity #2: Professional Development</u> <i>We will continue professional development to enhance our literacy program (READY GEN), which includes reading, writing, listening, and speaking. We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards. We will continue to provide ongoing professional development in ARIS, web-based systems, data collection and analysis to all teachers in order to facilitate the alignment of unit goals and data driven decision-making. Outside Professional Development consultants will analyze data derived from various assessments to make purposeful decisions in grouping subgroups in order to facilitate gains as well as monitor and revise curriculum. The instructional teacher teams and others will have a general access to disaggregated student data. This will include the use of cross curriculum data focusing</i></p>	<p><i>All classroom and out of classroom teachers</i></p>	<p>September,2014- June, 2015</p>	<p><i>Principal, Assistant Principals, external Staff Developers, CFN-109 Instructional Specialists and Data Specialist</i></p>

<p><i>on overall student improvement, Monthly school-wide inquiry team and teacher team meetings will share, review data and student work, with a focus on research-based practices; these data driven planning meetings will run from November, 2014 - June, 2015. This data will be used to determine which subgroups will be targeted for the ELA/Math Prep Academy, Title III After-School Program, Frozen Time groups including RTI, Academic Intervention for Reading and Math, as well as for Reading Rescue students. The Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions and monthly one to one data/assessment meetings will continue to take place. The Periodic Assessment Dates: November 2014, January 2015, and March 2015 (will have various forms of assessments gathered such as: Writing baselines, mid-lines and end of the year writing products, Fountas and Pinnell reading running records)(SOP 2.2., 2.5)</i></p>			
<p><b>Activity #3: ADVANCE System (Teacher Effectiveness)</b>  Classroom, out of classroom, and cluster teachers will continue to differentiate instruction (appropriate challenging tasks) and use scaffolded strategies with targeted groups of students to guide and support student outcomes as measured by the CCLS. <i>Weekly grade team meetings and weekly Inquiry Team meetings will provide teacher's time to share and review data / student work to help direct instruction. We will continue to provide academic intervention for students on levels 1, 2, and 3. Teachers will have regular conferences with students in order to address their strengths, weaknesses, and next areas of improvement, they will continue to provide structured remedial intervention for at-risk students during the allotted Frozen time period in the daytime. We will continue with assessment protocols and re-distribute to all teachers the first week of school, September, 2014. Yearlong mentoring will continue to be provided to new teachers to address data collection and analysis expectations. The Principal, Assistant Principals, and Grade Team Leaders will schedule monthly common planning meeting with grade leaders to facilitate planning based on results of data collection. The school data specialist will continue to play a major role in developing and maintaining various Excel data spreadsheets, teachers will teach monthly Character Traits (use of Wise Skills program) to support students who need social-emotional comprehension strategies. Students will continue to be placed in strategic groupings through our school-wide academic intervention initiative referred to as "Frozen Time"; after careful analysis of data. This will address all student needs through literacy based on the five pillars of Reading. (SOP 2.2., 2.5)</i></p>	<p><i>All classroom and out of classroom teachers</i></p>	<p>September,2014- June,2015</p>	<p><i>Principal, Assistant Principals, external Staff Developers, CFN-109 Instructional Specialists and Data Specialist</i></p>

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**Part 4 – Resources Needed**

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

- *Arrangement of common preps built into master schedule*
- *Teacher team discussions regarding assessment*
- *Use of Teacher designed assessments*
- *Instructional Leads collaboration on curriculum mapping*
- *Teacher voting process for designated meeting times*
- *Teacher Interclass visitations and teachers included in walkthroughs*
- *Teacher surveys given at beginning of the year, in order to tier PD opportunities*

**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>	X	<b>P/F Set-aside</b>		<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.

By February 2015, there will be a 2 ½ % increase in student achievement as measured by the January CCLS Aligned Fall Benchmark Assessments.

*1. DATA ANALYSIS- Administrators, data specialist, all classroom / out of classroom teachers will continue to monitor student data from various assessments to focus on designing CCLS aligned tasks that promote higher order thinking skills. The data specialist will designate and maintain a data wall so that instructional teacher teams and other stakeholders will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement. The Literacy & Math Consultants will continue to provide data analysis support after each Interim Assessment administration to ensure the continuous modification of goals and instruction based on relevant and current data.*

*2. PROFESSIONAL DEVELOPMENT- Administrators will ensure and oversee the provision of multiple and varied professional development opportunities pertinent to the teachers’ and students’ needs. The Literacy and Math consultants will deliver these workshops as they pertain to the current units of study along with general best practices.*

*3. ADVANCE- Administrators will continue to be responsible for conducting initial and end of year conferences to formally begin and end the observation cycles throughout the year, using the ADVANCE system to continue to observe growth in Instructional practices throughout the school community. The data specialist, instructional leads, classroom, cluster, and out-of-classroom teachers will continue to work collaboratively to collect and analyze data as well as to share best practices as observed by supervisors and fellow colleagues.*

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

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

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

**Section 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:**

16. 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.

17. 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.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	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.	D

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

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

19. 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 of Tenet # 6.5 the school will:  
Provide professional development opportunities for families to understand how to read, use and analyze school and student data to enable them to better understand and support their children's education.

### 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, there will be an 8% increase of parent participation as evidenced by workshop and event sign in sheets.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional</li> </ul>			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <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>			activity/strategy?
<p><u>Activity #1-Parental Involvement and Engagement:</u> <i>In order to promote student achievement through increased parental involvement and engagement, we will utilize student data to identify areas of need. Subsequently, we will use this information to help us determine the best support activities and professional development to offer parents in order to facilitate their involvement and efforts at home with their children. During parent conferences, open houses, and recruitment events for Pre-K/Kindergarten, parents will be informed of grade level expectations for each grade through printed guides available in various languages. Additionally, our parent coordinator will facilitate parent ARIS login information through technology workshops in the computer lab in order to access each child's academic/assessment profile. New York City and New York State assessment calendars, monthly curriculum workshops, and monthly newsletters will inform and empower parents to assist their children in becoming college and career ready. Also, parents will be encouraged to become active participants and take on leadership roles through their participation in the School Leadership Team (SLT) and Parent Association. Finally, to further facilitate parental involvement and engagement, parents will be invited to school-wide celebrations such as: publishing parties, award assemblies, attendance recognition, spirit day, career day, Curriculum Literacy Day/Night, Holiday Winter Extravaganza Show, Curriculum Math game nights, and movie nights throughout the school year. (SOP 6.2, 6.5)</i></p>	<p>The progress, effectiveness and impact of parental involvement and engagement will be evaluated by the noticed increase in parent turn out as quantified by the number of signatures on sign in sheets for events and workshops. However, the greater impact of increased parental involvement and engagement will be evident by measureable gains in student achievement as a direct result of the existing partnership between parents and</p>	<p>September, 2014 through June, 2015</p>	<p>Parent Coordinator, Principal, Assistant Principals, classroom /cluster teachers, internal and external Staff Developers, Data Specialist</p>

	the school.		
<p><u>Activity #2 Home-School Communication:</u> <i>We will continue to build and 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. Furthermore, parents will be provided with timely information regarding their child's individual performance/assessment profiles (i.e. Progress reports in October/January) and other pertinent school information through the use of our schools' monthly calendar and school messenger phone system. Additionally we will convene an Annual Title I Parent Meeting 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. In order to facilitate our home-school communication efforts, we will uphold the rights of limited English proficient families to receive translated documents and interpretation services. By doing this we can ensure their full participation in their child's education. (SOP 6.3)</i></p>		September, 2014 through June, 2015	Parent Coordinator, Principal, Assistant Principals, classroom /cluster teachers, internal and external Staff Developers, Data Specialist
<p><u>Activity #3 Parent Support:</u> <i>In order to provide parents with multiple opportunities of supports, we will arrange for the following: provide information related to school activities, programs, and meetings in a format and language that parents can understand; arrange for 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; involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; conduct parent workshops with topics that include: parenting skills, understanding educational accountability e.g., NCLB/State accountability system, grade-level curriculum and assessment expectations; literacy, accessing community and support services; technology training to build parents' capacity to help their children at home; Nutrition, Health, Safety, Common Core Learning Standards, English as a Second language, Spanish Classes, JAVA Mondays with the Principal (once a month), Parent trips to various City Museums, etc., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report. In addition, we will allow for the reasonable access to staff by ensuring staff have access to interpretation services in order to effectively communicate with limited English speaking parents and notifying them of the procedures to arrange an appointment with their child's teacher or other school staff member. The aforementioned activities and opportunities for parental involvement will be facilitated by the proper allocation of Title I funds as described in this Compact and the Parent Involvement Policy. Finally, we will advise 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. (SOP 6.2, 6.5)</i></p>		September, 2014 through June, 2015	Parent Coordinator, Principal, Assistant Principals, classroom /cluster teachers, internal and external Staff Developers, Data Specialist

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**Part 4 – Resources Needed**

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

Activity #1 Parental Involvement and Engagement: *The following resources will be used to support this activity: Schedule of parent workshops will be sent to school families in English and Spanish, “JAVA Mondays” discussions with school principal, Distribution of Parent Testing Calendar and reminders when testing is near, Title I parent involvement funding, day and evening workshops to access working parents, Increased attendance of parents/families at workshops, Distribution of Principal Report at PA monthly meetings, Family participation during various family-oriented events/workshops. Monthly PA meetings and weekly Parent-Engagement Tuesdays.*

Activity #2 Home-School Communication: *The following resources will be used to support this activity: Monthly school calendars distributed announcing important testing information and activities/events, teacher newsletters, School Messenger, an electronic system that calls student’s homes notifying parents of important school dates and activities in both languages. Progress Reports letter sent to the parents, Report Cards, Parent Teacher Conferences, Promotion in Doubt notices and meetings, Learning Leaders parent workshops, and weekly Parent-Engagement Tuesdays.*

Activity #3 Parent Support: *The following resources will be used to support this activity: Under Title I the school will coordinate meetings with parents such as, our monthly Parent –Teacher Association meetings, the Principal’s Java Monday meetings, ARIS Parent Link training sessions, specific parent grade level meetings. Our Parent Coordinator and the Parent –Teacher Association President will ensure that school information is provided via newsletters and/or memos sent home. Specific meetings are held to discuss Title I Funding and activities such as the School Leadership Team Meetings. Surveys are given to parents to gather data on programs and the feedback is shared with the entire school community. Varied workshops and/or classes will continue to be held in order to support our parents. Additionally, reasonable access to staff will be provided by making sure they have access to interpretation services in order to effectively communicate with limited English speaking parents.*

**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>	X	<b>P/F Set-aside</b>		<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.

By February, 2015, there will be at least a 4% increase of parent participation as evidenced by workshop and event sign in sheets.

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

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

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**Section 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>	1. Students who score a Level 1 or 2 on the NYS ELA Exam  2. Struggling readers  3. Students who are our pushables, these students scored in the ranges of : 2.46-2.99 on the NYS ELA State Exam  4. ELL students in grades Kdg.-5 <sup>th</sup> grade	1. Academic Intervention Specialist  2. Reading Intervention  3. ELA Prep Academy After School Intervention  4. Title III After School Intervention program for ELL Students	1. Small Group  2. Individual tutoring is provided  3. Small Group  4. Small Group	1. During the day  2. During the day  3. After School  4. After School
<b>Mathematics</b>	1. Struggling Students  2. Students who are our pushables, these students scored in the ranges of : 2.46-2.99 on the NYS Math State Exam	1. The AIS Math Teacher provides students targeted academic support by providing differentiated math instruction.  2. Math Prep Academy	1. Small group  2. Small group	-1. During the day  2. After School
<b>Science</b>	1. Struggling students in 3 <sup>rd</sup> , 4 <sup>th</sup> or 5 <sup>th</sup> grades	1. Science Intervention	2. Small Group	2. During the day
<b>Social Studies</b>	1. Struggling students in 3 <sup>rd</sup> , 4 <sup>th</sup> or 5 <sup>th</sup> grades	1. Social Studies Intervention	1. Small Group	1. During the day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. At risk students that need counseling in conflict resolution, character education, therapeutic strategies and social skills building.	1.Guidance Counselor, School Psychologist, and Social Worker provide at risk counseling	1.Individual and small groups 2.Pull out or push-in	1.During the day
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## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Recruitment**

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with our CFN -109 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers in their area of expertise and licensing.
- We will reach out to our CFN-109 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders, teacher peers, and Mentors support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

**Retention, Assignments and Supports**

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common

Core Learning Standards.

- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- Weekly Grade Meetings that provide teacher support through common core aligned curriculum planning, goal setting for teachers and students, shared assessment and the analysis of data...
- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.
- Participate in The ADVANCE-Teacher Effectiveness Program to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.
- Inquiry-Based Structured Professional Collaborations that will strengthen teacher instructional capacity resulting in school-wide instructional coherence and increased student achievement for all learners.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.
- Feedback to teachers accurately captures strengths, challenges and next steps using research-based, common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers.
- School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans(assignment, tenure, retention) about teachers, AP's and other staff members that lead to improved student performance.

School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school's common teaching framework) to the entire staff and provide training and have created a culture of mutual accountability for those expectations

**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).

*The Teachers, Professional Development Committee, and Administrative Cabinet will continue to attend Instructional Lead team meetings, weekly grade meetings, and weekly Curriculum Professional Development sessions provided by various sources such as: Our Network CFN-109, DOE ELL Office, READY GEN, GO MATH, AUSSIE and Math Consultants, Cluster 1, etc.. Monthly SLT meetings, monthly Parent Curriculum nights, and monthly Curriculum Professional Development sessions will continue to be available for Parents. All these collaborations, will allow us the opportunity to work collaboratively in order to effectively oversee and manage our school's improvement plan.*

**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.).

In order to help support our students and families transition into our school community we provide our families with “Welcome to Pre-K” sessions, these sessions are given every spring. These sessions are designed to help parents understand how 4 year olds learn, what they learn in pre-k (pre-k common core learning standards), and how to support their children’s learning at home. We also provide information about pertinent programs and procedures to help ensure that families are well versed in navigating our school community as well as any items with the NYCDOE. All families receive a monthly newsletter besides our monthly school calendar, giving them important information for the month on all the events and themes for that particular month. Families are encouraged to participate in our various Professional Development sessions provided by our Parent Coordinator, Pre-K family worker, Instructional Coach and various Community Based Organizations. The Principal also provides “Java Mondays” each month, this is a time for parents to get together with the Principal and discuss school-wide programs and initiatives, as well as any issues or concerns that any parent may have. Families are also provided with various monthly family events that take place throughout the year such as: Family Movie Night, Family Math Game Night, Literacy Day, Scrapbooking Saturday, Saturday Computer classes and Trips to various city Museums.

**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.

At the beginning of the school year September, 2014, a MOSOL committee was formed comprised of a cross-section of teachers representing all grades and subgroups. Through a unified consensus, we decided on the multiple assessment measures that will be used throughout the school year 2014-2015 to gauge student progress. In addition, during weekly grade-team and Inquiry team meetings, teachers will continue to analyze data and discuss observations about student work. Through an open-forum, teams make informative decisions regarding appropriate assessments and next steps for student progress. Subsequently, Professional development is provided regarding the use and results of these agreed upon assessments to improve school-wide instruction (READY GEN, GO MATH, Foundations, Wilson, Estrellita, Fountas & Pinnell, Reading Rescue, I-Ready, etc.

**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	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
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		Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	467,200	X	13,17,21,22,25,30-32
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	111,956	X	13,18,21,22,25,30-32
Title II, Part A	Federal			
Title III, Part A	Federal	14,680	X	14,26,30,30-32
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,902,869	X	13,21,22,25

**<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:

3. 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.
4. 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:

5. **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).

6. **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.
7. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
8. **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.
9. **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.
10. **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:

11. **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.
12. **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.
13. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
14. **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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Juan Ponce De Leon school**, 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. **The Juan Ponce De Leon school** will support parents and families of Title I students by:

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

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

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

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

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

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

- conducting parent-teacher conferences 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.



**Department of English Language Learners and Student Support**

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

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

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

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

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

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: Juan Ponce De Leon	DBN: 07x161
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 65
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 5
# of content area teachers: _____

## 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: This school year, 2014-2015, our intention is to utilize the Title III funds for an after school program that will begin in December, 2014 and end in March, 2015. The after school program will be operational twice a week for a total of twenty-two 1.5 hour sessions. Approximately seventy-five students in grades K to 5 will be invited to receive instruction on Wednesdays and Thursdays from 2:30 p.m. to 4:00 p.m. Instruction will be delivered by 5 Bilingual/ESL teachers in the afterschool program. We will target newly arrived, holdover, potentially holdover students that failed to demonstrate progress and at risk ELL students. Specifically, the subgroups targeted will be newcomers (0-3 years), ELLs with 4 to 6 years, former ELLs (P1 and P2) and ELL/LEP students with an IEP (Individualized Education Plan). The teachers will provide supplementary instruction in English as a Second Language (ESL) to ELL students in grades K-5. This year, instruction for students in grades K-5 will focus on empowering language learners to build English-language proficiency through a highly differentiated and rich instructional program called Language Power. Language Power is a rigorous program that targets instruction by addressing all four language domains. It provides listening and speaking opportunities in every lesson (labeled Talk Time), including structured support for speaking through sentence frames. It allows interaction with texts on a range of topics representing a variety of genres and content areas and provides regular opportunities to write about learning. Students are grouped according to language proficiency levels and grades. ELL's face a unique set of opportunities and challenges in meeting the Common Core State Standards. These standards require all students to develop literacy in the content areas. ELL's also bring other types of assets to their learning that constitute important resources for their success in the classroom, such as first-language knowledge and skills (Fránquiz & Reyes, 1998). These assets can play a part in the success of our students in order to be college and career ready. It will help them to learn and understand other perspectives and cultures.

English learners benefit from a thematic approach to learning (Haas 2000). When students can connect learning to a larger context, it makes the information more meaningful (Haas 2000). Students are able to make connections and see how learning across the curriculum is interrelated. In language, a thematic approach allows English learners to be exposed to the content and academic language connected to the theme. Language Power provides students with, high-interest, level-appropriate text sets, all organized around common curriculum themes. Each book and text card is carefully selected to provide a natural progression in language and learning opportunities. With a thematic approach, English learners have an opportunity to use academic language across the curriculum, and experience the varied contexts in which to use language appropriately. They are asked to use language for similar academic functions, such as description, explanation, compare and contrast, cause and effect, and analysis as they learn content from different disciplines. This gives English learners the chance to use the forms of language necessary to carry out the given task (function). This further provides opportunities for students to use general academic vocabulary to share their learning while developing new content-

## Part B: Direct Instruction Supplemental Program Information

specific vocabulary, as well. Thematic instruction is an authentic approach to learning as it relates to the real world. Language Power lessons include a specific section for building background knowledge and vocabulary. This section is strategically placed before reading to help students make language and learning relevant and meaningful throughout the lesson. Language Power facilitates comprehensible input by giving students multiple opportunities to see, hear, and interact with vocabulary and language, and through the use of graphic organizers in the Student Guided Practice Book. The program facilitates comprehensible output by giving students opportunities to use language through speaking and writing activities, supported by sentence frames and opportunities for immediate feedback. Language Power provides students with appropriate support to ensure the successful transfer of language skills from guided practice to independent application. Each lesson follows the I Do, We Do, You Do model with the overall goal of promoting language proficiency

Language Power is differentiated by design (via grade spans and language proficiency levels). Opportunities for differentiation are in each lesson.

- a range of reading levels within each text set
- activities in the Student Guided Practice Book, which can be completed with teacher support, in pairs, or independently
- full-color books with photos and illustrations to support visual learners
- graphic organizers to provide comprehensible input
- sentence frames to scaffold the use of appropriately complex language structures
- instructional activities that address multiple learning modalities
- audio support via the Audio CD
- flexible writing activities
- activities to support fluency
- Family Literacy Activities to enhance language development in the home

We have taken into consideration that some of our ELLs have had limited or interrupted formal education, and that they may lack important academic skills and learning strategies, which are important to high achievement (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). Given these challenges, program focuses on the literacy and language development of ELLs with targeted activities and strategies. The approach of building upon ELLs' existing background knowledge and first language is central to the implementation of these programs.

Given the above-mentioned challenges facing ELLs, Language Power will:

- Capitalize on ELLs' first language knowledge and skills
- Provide essential scaffolding that can be adjusted for ELLs with different levels of English proficiency to

### Part B: Direct Instruction Supplemental Program Information

help them overcome the challenges of meeting grade-level content and literacy standards in their second language

- Maintain the complexity of the text, so that our ELL students get the full benefit of reading grade-level text
- Build upon students' language proficiency
- Enhance relevant knowledge about literary concepts
- Develop students' reading and writing skills with the goal of helping students meet grade-level standards.

### 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: It is our intention to provide a total of four hours of professional development during the Title III Program. On December 3rd, teachers will be provided with a 1 hour sessions of professional development focusing on an overview of Language Power. Teachers will have the opportunity to learn the components of the program and its structure. Our Literacy Consulant will provide and model strategies that will enrich learning environments. Teachers will focus on ways they can support students through differentiating the content, process and product. On December 4th, another 1 hour professional development day will allow teachers to take a closer look at the curriculum and create a pacing calendar. Student data will be reviewed and strategic groups will be created to promote language development success. The third day of professional developemnt will take place on January 20, 2015 where teachers will evaluate and reassess the program. Teachers will reconvene and discuss ways to improve the delivery of the program. New strategies can be shared and placed for the duration of the program. The final professional development day will be on March 19, 2015. On this day teachers will evaluate the program and its effectiveness by looking at student data collected. A determination of the programs continuation will be made upon the results of the student data.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

Begin description here: This year, we will provide ESL classes for parents who wish to improve or gain skills in the English language. The teacher will incorporate the use of technology to enhance computer skills so that parents can become knowledgeable with ARIS, how to do research and create resumes. These classes will be on Wednesdays and Thursdays, from 2:30-4:00 pm during the months of January through March. The service provider will be a Bilingual certified teacher that will use strategies that will accommodate the needs of our parents. Some of the proposed topics to be covered will include greetings, asking for directions, basic grammar, calling on the phone, shopping for clothes, telling the date, visiting the doctor, etc. The Language Power program empowers families to support their child’s language development through Family Literacy Activities for each lesson and Parent Tip Cards that offer useful tips and engaging activities to build parents’ capacity to support literacy and language learning in the home. The Digital Resource CD allows student to take home a printed and replicated copy of each lessons book or text card, as well as Spanish and English versions of the Family Literacy Activities.

The rationale for these classes is due to the fact that we have many immigrant parents that have expressed the desire to learn English. Learning the English language will provide the vehicle for them to be able to fully participate in society including their active participation in their childs schoolwork. The ability to speak English results in good communication. When parents and teachers share information, children learn more and parents and teachers feel more supported. Good communication can help create positive feelings between teachers and parents. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed.

Please note that in order to inform the parents about these classes, letters, flyers ( in both languages) will be sent home with students, as well as our school-wide telephone messenger system will remind all families of these opprtunities.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><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>07</b>	Borough <b>Bronx</b>	School Number <b>161</b>
School Name <b>Juan Ponce De Leon</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>Eliamarie Soto</b>	Assistant Principal <b>Ibis Lopez / Barbara Pinos</b>
Coach <b>Magdelyn Noboa</b>	Coach <b>type here</b>
ESL Teacher <b>Myra Santiago</b>	Guidance Counselor <b>Candice Oriero</b>
Teacher/Subject Area <b>Kisy Garcia-Romero</b>	Parent <b>Cheryl Cross</b>
Teacher/Subject Area <b>Yvette Rodriguez</b>	Parent Coordinator <b>Denise Jourdan</b>
Related Service Provider <b>Maria Diaz</b>	Other <b>Giselle Quinones</b>
Network Leader(Only if working with the LAP team) <b>Maria Quail</b>	Other <b>Maritza Roman</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>7</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>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>498</b>	Total number of ELLs	<b>124</b>	ELLs as share of total student population (%)	<b>24.90%</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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>					1	1								2
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	1	2	1	1								7
<b>Freestanding ESL</b>														
Push-In	1	1												2
Pull-out			1	1	1	1								4
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>15</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	20
SIFE	1	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	4	0	4	2	0	2	0	0	0	6
<b>Dual Language</b>	54	1	0	20	0	0	0	0	0	74
<b>ESL</b>	32	0	11	12	0	3	0	0	0	44

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>90</b>	<b>1</b>	<b>15</b>	<b>34</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>124</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					4	2								6
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>6</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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	12	12	16	8	8	18	13	19	11	14	14	16							74	87
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>12</b>	<b>12</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>18</b>	<b>13</b>	<b>19</b>	<b>11</b>	<b>14</b>	<b>14</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>87</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): <u>10</u>	Number of third language speakers: <u>1</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>1</u>	Asian: <u>0</u>	Hispanic/Latino: <u>88</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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	4	5	6	3	7	8								33
Chinese														0
Russian														0
Bengali				1	1									2
Urdu														0
Arabic				1										1
Haitian														0
French			2	1	1	1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1	1									3
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>44</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)	8	3	3	3	5	5								27
Intermediate(I)	0	12	7	3	12	9								43
Advanced (A)	9	6	6	14	8	11								54
Total	17	21	16	20	25	25	0	0	0	0	0	0	0	124

**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	15	6	0	0	21
4	11	8	0	0	19
5					0
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	11		8		2		0		21
4	11		9		0		0		20
5	12		5		0		1		18
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	3	6	3	9	1	0	0	22
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)	1	16	14	1	2	9	19	8
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.  
 PS.161 uses Fountas and Pinnell in grades K-5 to assess the english componeent of the Dual Lnguage Program. The Fountas and Pinnell benchmark assesment kits are utlized to determine independent and guided reading levels in english. The Senderos program provides an assessment program to monitor language arts literacy levels and unit assessments assist the teachers to monitor progress in

the Spanish language. El Sol is an Early childhood literacy assessment system, used in grades K-3 utilized to observe, record and analyze individual student behavior/response in listening, speaking, reading and writing in Spanish.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our noticings from the LAB-R assessments this year indicate that our students are testing in an advance level. The 2013 NYSESLAT assessments reveal that PS 161 continues to make strides in becoming proficient. As listed below: Beginners- 15.2 %, Intermediate - 36.1%, Advanced - 38.5% and 9.6 % have reached proficient levels. According to the report in 2013 NYSESLAT scores beginner levels decreased by 8 %, the intermediate level increased by 8%, the advanced increased by 1% and the proficient level decreased by 2%.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Data not available.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The ELL Periodic Assessment Distribution Report will be utilized by the classroom teacher to guide individual and group instruction in the areas of Reading, Writing and Listening. The ELL Periodic Assessments are designed to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will serve as a resource to help plan individual and group instruction. The ELL Periodic assessments are aligned with New York State English as a Second Language (ESL) standards and the New York State English Language Arts standards. These patterns determine areas of need and indicate that differentiation is needed in specific areas in order to increase proficiency levels. English Proficient students in the dual language classes are assessed with EL SOL and the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. Our English Proficient students' performance on the ELE has actually surpassed our ELL students' performance. EPs and ELLs performed well on the PET Science assessment. We evaluate the success of our program by a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics.

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](#).)

Teachers will use screening and formative assessment data to identify students at risk. As students are identified teachers in collaboration with administrators, instructional coach and ESL teacher will monitor and assess instruction. Data-based decision making for instruction, movement within the multi-level will be made and action plans will be formulated. Students' progress will be monitored in cycles of 6-8 weeks. Teachers will share strategies through collaborative team meetings, student work will be presented, analyzed and next steps are formed during grade-inquiry meetings. Consultants will provide support on differentiation and question and discussion techniques. After the 6-8 week cycles if student has not shown progress, instruction will be modified and differentiated to accommodate students needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers review and analyze NYSESLAT data with the ESL teacher and Instructional Coach to formulate targeted instruction for all our ELL students. Outside instructional consultants will provide support through grade team planning sessions, inquiry team meetings, professional development sessions and teacher observation feedback.
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?

Our English-proficient students are assessed through El Sol and the ELE yearly assessments. Grade-teams analyze data with the ESL teacher and Instructional Coach to make sure adequate and appropriate instructional needs are met and formulate next steps to assure adequate yearly progress. As noted above by our data, the majority of EP students scored within the 50-75 percentile in the Native Language. In contrast, 7 more EP students scored within the 76-99 percentile, which continues to show consistent progress. According to our recent 2012-2013 school progress report our students scored 40% at a Level 1, 45% are at a Level 2, 13.5% at a Level 3, and a 1.5% at a Level 4.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Administrators, ESL, Instructional Coach and inquiry teams hold ongoing instructional conversations with grade teams based on student work, formative and summative data, instructional practices/ESL strategies that evaluate our Dual Language program. According to

our recent 2012-2013 school progress report our ELL students made a 50.8 % adequate yearly progress. This data demonstrates that our ELL students are out performing our general-ed. and students with special needs population.

## Part IV: ELL Identification Process

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

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

The initial identification process of the English Language Learner begins with the parental completion of the Home Language Survey at registration. This survey enables us to determine that a student is eligible for testing (LAB-R) when the parent indicates that another language is spoken at home. The LAB-R and/or Spanish LAB assessment is administered by our ESL certified teacher, Ms. Myra Santiago. The school secretary will provide the HLIS to the parent during the registration process and Ms. Myra Santiago will assist the parents in completing the form and make the determination of eligibility for testing. She will then administer the LAB-R and if necessary the Spanish LAB (only if Spanish was indicated on the HLIS) to the student, within 10 days of admission. The LAB-R measures language proficiency in English and is used to determine entitlement to ESL/Bilingual programs for students that speak another language other than English.

The student's LAB-R score determines whether the student is eligible for bilingual services. They are then placed within that 10 day time frame in a bilingual or ESL program according to parental choice. Ms. M. Santiago, the ESL teacher, provides the parent notification of their child's eligibility to bilingual/ESL services with the Entitlement letter for bilingual/ESL placement based on the results of the LAB-R. This letter also indicates the date of the Parent Orientation session which provides information about our Bilingual/ESL programs. The parents are shown the Parent Orientation video and given the ELL parent brochure and the Parental Survey and Program Selection form at this meeting. The parent indicates his/her choice for his child's placement in either a transitional bilingual, dual language or ESL program on the Program Selection form.

The ESL teacher also provides the following letters at the beginning of the school year: the Continued Eligibility letter, the Placement letter, the Non-Entitlement letter, and the Non-Entitlement Transition/letter. The Continued Eligibility letter informs parents that as a result of their child's Spring NYSESLAT score he or she remains eligible for a bilingual or ESL program. The placement letter informs the parent of the child's placement for the entire school year due to the student's ELL status and as per the parent's choice on the Parental Survey and Program Selection form. The Non-Entitlement/Transition letter informs the parent that as a result of the Spring NYSESLAT assessment, his/her child is proficient in English and the child can transition to a monolingual class. The parent is given the opportunity to discuss their child's continued placement in a dual language on setting.

The NYSESLAT is administered every Spring to all ELL students. The Testing Coordinator and the ESL teacher collaboratively select the testing dates within the appropriate testing period. All ELL students including ELL students with IEPs and former ELLs are provided the appropriate testing accommodations.

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.

Ms. Santiago, the ESL teacher along with the Parent Coordinator, Ms. Denise Jourdan provides parents of newcomers ELL's the opportunity to view the Parent orientation video which explains the three program choices available in NYC Public Schools. The team informs parent of these programs in the language of their choice, once they have viewed the video, Ms. Santiago further explains the program and answers any questions parents may have. We continue to provide ongoing Parent Orientations whenever new students are registered throughout the year. We also provide a Parent Information session for Dual Language Parents during the Fall, Winter and Spring of each year. We also provide a Pre-Kindergarten Parent Orientation Session for Parents in the spring in order to recruit new students for the kindergarten dual language classes. The pupil personnel secretary provides a Dual Language flyer at registration to inform the parents of new incoming students about the dual language program.

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

We provide assistance at each Parent Orientation Session to ensure that forms are returned at that same session. If the Parent Survey and Program Selection form are not returned, Ms. Santiago calls the parent to remind him/her to return the form/forms. Please note that Ms. Santiago informs the parents at the orientation session that if they do not return a form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. However, since we do not have Transitional Bilingual Education classes in our school, the default program is Dual Language. Parents are also informed that they can transfer their child to a school that has a transitional bilingual education class if this is the type of bilingual program that they want for their child. At this point, parents are provided with a District/City-Wide Directory of Bilingual Transitional Programs offered in other Public Schools.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After HLIS have been reviewed by Ms. Santiago, qualifying students are administered the LAB-R and Spanish LAB only if native language is Spanish. This process is done within the prescribed 10 days from the students first day of 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.

Before the open period of administration of the NYSESLAT, Ms. Santiago, the ESL teacher, provides a training session with all teachers who will be administering the speaking section. Teachers are provided with sample responses and a rubric. A set of score sheets and student booklets are provided to each proctor. Once the speaking section is completed, Ms. Santiago proceeds with the next sections which are listening, reading and writing. A spreadsheet is then created which is used as a checklist to assure that all sections were administered to each ELL student. Students with IEP's that have testing accommodation are grouped according to their modifications. Each proctor is provided with CD players to administer the listening section if they do not already have one in their rooms. Each section is administered and then several scorers are assigned to score the writing and transfer speaking scores onto the student answer grids.

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. 

The trend in the past few years has been a 50/50 split for Dual Language and the ESL program. Please note that all parents are provided information and choice options about all three programs at registration by the secretary and at specific meetings throughout the school year. Parents who have requested bilingual programs have also been directed to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) for further clarification and procedures. During orientation meeting, parents have been explained that if there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a Transitional Bilingual Program. They are provided with any additional steps needed to accommodate their needs. A record is maintained of those students whose parents requested a Transitional Bilingual Program.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The dual language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish. The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELLS and EP-S. Fifty percent of ELLS and EP-S are integrated in one language room to ensure collaboration between English dominant and Spanish English students. Students are provided language models in the English room and for the Spanish students when in the Spanish room

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)?

Our certified dual language and bilingual special education classroom teachers as well as our English as a Second language teachers provide the mandated ESL, NLA and ELA instruction as specified in CR Part 154. The ELL students are provided the appropriate number of minutes in ESL, ELA and native language instruction. Beginner and Intermediate students receive 360 minutes (8 periods) of ESL instruction per week. Advanced students receive 180 minutes (4 periods) of ESL instruction and 180 minutes (4 periods) of ELA instruction per week. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Beginners and Intermediates. Advanced students also receive more than the required 225 minutes per week .

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.

With the implementation of our new Common Core Literacy(READY GEN) and (GO MATH) programs, our school has had to supplement various spanish resources to accommodate our Dual Language Program. Due to the lack of spanish resources, teachers continuously meet to collaborate with each other to identify resources that will help support each programs alignment with the Common Core Learning Standards. Kdg.-5<sup>th</sup> grade, provides various scaffolding and ESL strategies to foster language development.The ELL students are provided the appropriate number of minutes in ESL, ELA and native language instruction. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Beginners and Intermediates. Advanced students also receive more than the required 225 minutes per week . The dual language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish. The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELLS and EP-S. Fifty percent of ELLS and EP-S are integrated in one language room to ensure collaboration between English dominant and Spanish English students. Students are provided language models in the English room and for the Spanish students when in the Spanish room

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

Students in the dual language classes are assessed with EL SOL and the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. We evaluate their native language through a variety of elements. We take all of the following into consideration: teacher- student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics in order to ensure that our students are making adequate yearly progress in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? English acquisition in all 4 modalities throughout the year is evaluated via periodic formative assessments and progress monitoring.

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).

SIFE students will be provided with academic intervention according to their specific needs. Academic Intervention programs include extended day, after school programs, and ELA/MATH academy. Students will utilize the Imagine Learning internet based program which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology.

b. Describe you plan for ELLs in US schools less than three years (newcomers).

Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLS.

Students in the dual language classes who have less than 3 years (newcomers) are provided alternate day instruction in English and Spanish. Research has shown that students show more progress when the Native language is utilized for instruction and strengthening the native language accelerates English language acquisition. Appropriate ESL strategies such as TPR, visuals and realia are utilized to motivate and engage ELL newcomers. They are also invited to attend our Title III Saturday program that will begin in January 2011.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who have completed 4 to 6 years are invited to our Title III Afterschool Academy where they will receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. At risk ELLs that have received 4 to 6 years of service are also provided with pull-out math and reading intervention by our intervention teachers.

d. Describe your plan for long-term ELLs (completed 6+ years)

At this time, although we do not have any Long-Term ELLs, we would mandate them to stay for the extended day period on Tuesdays and Wednesdays. They would also be invited and encouraged to attend our Title III Saturday Academy where they would receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. They would also be entitled to pull-out writing and math academic intervention services during the day.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient)

Our former Ell students continue to be part of our school community, they continue to receive on going support through various areas such as: Academic Intervention programs which include extended day, after school programs, and ELA/MATH Prep Academy. Students will utilize the Imagine Learning internet based program which provides targeted first-language support for English Language learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology. They are also invited to attend our Title III After-school Academy which begins in January, 2014-March, 2014 for grades Kdg.-5<sup>th</sup>.

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?

Teachers of ELL-SWDs provide the following instructional strategies to scaffold and provide access to academic content areas and accelerate English language development: activation of prior knowledge, learning center activities, computer assisted technology, critical thinking skills, drama, extended day tutoring, flexible skill grouping, graphic organizers/thinking maps, hands on instruction, guided reading, integration of oral and written instruction, modification of text or curriculum oral strategies, questioning techniques, reading strategies, small group instruction, spelling strategies, test-taking strategies, TPR, tutor/peer buddy, use of visuals and writing strategies. Teachers of ELL-SWDs use Journeys/Senderos leveled readers, Curious about Words (an intensive oral vocabulary instructional component of Journeys/Senderos for children with limited vocabulary in grades K through 3), an instructional card kit that contains retelling cards with context (picture and answer questions) word cards, high frequency word cards, vocabulary in context, Write in Reader (short story with questions under a section which require students to Stop, Think and Write. The native language is also utilized in bilingual/dual language.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

As stated in question 6, our school uses the following instructional flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment: flexible skill grouping, graphic organizers/thinking, etc. We provide scheduling flexibility by allotting additional time for the ELL-SWD to complete tasks, students are placed in smaller group settings for content area instruction, and as per their IEP receive the following modifications for assessments: separate location, double time, extended time and scribing

### 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**

### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

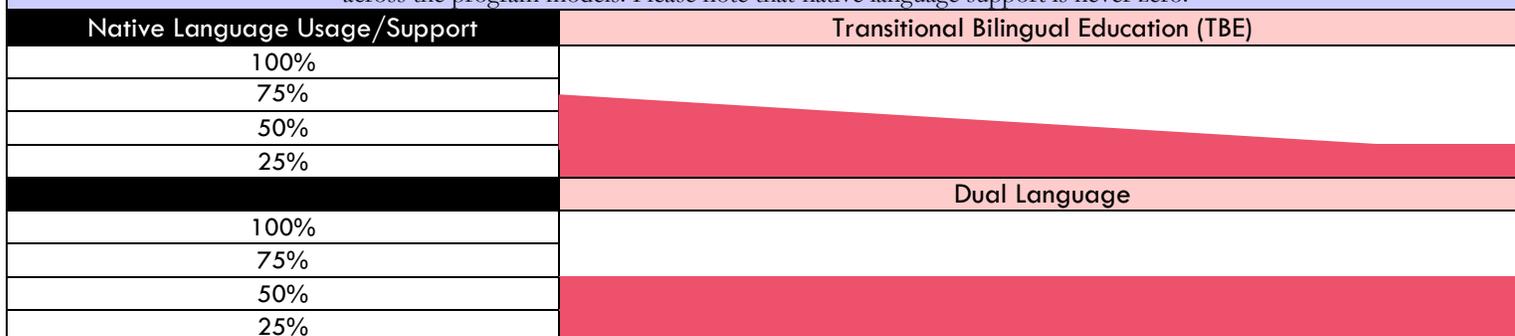
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Our AIS Math Teacher provides targeted math instruction to those students that are either referred by the teacher and who scored below level as per math and reading test scores. Currently, the ELA/Math Academy provides targeted instruction in English Language Arts and Math to ELLs in grades 3, 4 & 5. We will have a Title III Saturday Academy in January 2014 that will provide targeted intervention in Spanish and English Reading to ELL students in grades K, 1 and 2.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current push-in and pull-out models for ESL instruction provides content area instruction in math, science, and social studies via a thematic approach. This recommended approach (ESL through thematic units) has proven to be effective for ELLs in the acquisition of the second language, English. Students learn language through repeated exposure and interaction. Teachers and classroom resources model language structures. ESL classes that take a thematic approach ensure that language structures and vocabulary are recycled. Language is made comprehensible by multiple exposures to the same language in different contexts. Dual language students also receive content area instruction in both the native and English language on an alternating day basis. Content area instruction in the native language strengthens the ELL student's native language skills which facilitate transfer to the English language while exposing students to world cultures, geography and hands-on science experiments.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, our RTI program will continue to provide our ELLs the extra assistance they need to acquire the English language during a daily 30 minute period in the morning. We will set high but reasonable instructional expectations that provide ongoing instructional support to ensure that expectations are met. In addition, the Reading Rescue program, an early one on one tutoring program will continue to primarily provide Reading intervention to our struggling, grade one students.
12. What programs/services for ELLs will be discontinued and why?
- We do not anticipate any program or service changes.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students attend our after school programs. They participate in our after school chess club and opportunities to participate in any recreational programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our Ready Gen/Senderos Reading Program provides textbooks, leveled readers, an ELL component and an intensive oral vocabulary instruction for children with limited vocabulary in Grades K through 5, to further support our English Language Learners in DL/ESL/Bilingual Special Education/Special Education classrooms. The FOSS Science program provides booklets and manipulative to provide hands-on experiences for our ELLs. We also have purchased a plethora of books and materials from the following companies in the past and teachers continue to utilize them in the Dual Language/Bilingual Special Education/ESL classroom: Lectorum, Benchmark Education, Flame, Rigby, Santillana, National Geographic, Beboop, Hampton Brown, Attanasio and Associates, Leap Frog Schoolhouse to supplement English and native language literacy instruction.
- Our school librarian will continue to place orders for Spanish books to expand our Spanish section in the library. We purchased Time content area kits in Spanish and English for the third, fourth and fifth grade dual language classes. Alfa-Rimas was also purchased in the past for the kindergarten Spanish dual language class and the first/second grade bilingual special education class.
- Imagine Learning software was purchased in the 2009-2010 school year with funds from a Title VII grant and in the summer of 2011 with funds from the Title I grant. We also received Spanish library books and English Picture Dictionaries from the summer 2011 Title I ELL Grant from Book Source and Pearson Longman. And as mentioned previously, we will also provide support and motivate our students with the use of technology: computers in the classroom, iPods, flip cameras, and iPads.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ELL students in our Transitional Bilingual Education class receive 60% of instructional time in Spanish and 40% in English in the early stages of language development while reducing the native language instruction and increasing the English language instruction as English fluency increases. Native language instruction in reading and in the content areas is provided on an alternating day basis in the dual language classroom. Native language books are provided as a support in the ESL classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Selected ELLs in Kdg.-5<sup>th</sup> grades will receive AIS in the areas of Reading, during the day three times per week for a 6-8 week cycle if the students require these services. Currently grades 3, 4, and 5 students are participating in the ELA/MATH afterschool program

on Tues./ Weds. from Oct. 2013-April,2014.

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.

New ELLs are provided with a classroom buddy to assist them as they adjust to classroom routines and assignments. Clusters and out of classroom teachers provide a modified English curriculum and utilize the classroom buddy to assist him/her while in the cluster classroom.

18. What language electives are offered to ELLs?

This does not apply to our school

19. For schools with dual language programs:

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

a. Fifty percent of the time is spent in the target language for ELLs and EPs in each grade.

b. Students are integrated the entire day. Math, science and social studies are taught separately???

c. Language is taught on an alternating day basis.

d. We have self-contained dual language classes in kindergarten, grades one, two, four and five. Our third grade Dual language class consists of side by side rooms in English and Spanish.

e. Both languages are taught simultaneously.

### C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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. This year we plan to focus our professional development sessions for all teachers of ELLs on differentiation and scaffolding strategies for English Language Learners. They will continue to attend various professional development sessions provided by the DOE ELLs program as well.

2. Our instructional Coach continues to provide professional development sessions to our teachers, as well as our outside consultants who focus on Literacy and Math sessions aligned to the Common Core Learning Standards. Our CFN-109 Network provides monthly professional development sessions for our ESL and Bilingual teachers.

3 Our school guidance counselor arranges middle school visit tours that provide information to the students and parents about their prospective schools. These visits assist students and parents in selecting the school of their choice. Parents are provided a middle school workshop where information and assistance is provided in both languages. School personnel, administration and teachers also facilitate assistance to parents and students whenever questions arise about the application process or their prospective schools. ELL students that are making the transition from fifth grade to middle school will preview the middle school experience by either middle school representatives visiting our school or ELL student's visits with their class and teacher to prospective middle schools. Students are exposed to special programs that are provided within the particular middle school. Parents are provided assistance in completing the middle school application in a timely manner at a workshop provided by school personnel or on a daily basis.

4. The minimum 7.5 hours of ELL training as per Jose P. for all staff (including non-ELL teachers) will be scheduled during the staff development days with support provided by the NYCDOE.

### 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. The school offers orientation meetings, ongoing support and educational programs for our parents. We provide ongoing Parent Orientation meetings for parents of ELLS as per CR part 154. We also facilitate workshops on a variety of topics from asthma to heart disease to how to prepare children for the state/city tests. A “get acquainted breakfast” and an Open House in the fall and spring provide parents the opportunity to meet other parents, school personnel and to obtain information regarding workshops and programs offered in our school. We offer computer classes for parents, so that our parents can further assist their children as well as further their own education. School letters, flyers and calendars sent home are always written in both languages: English and Spanish. Translation is consistently provided at parent meetings, workshops and in the main office, as needed

2. The PS 161 Parent Coordinator, the Testing Coordinator, our Literacy coach, and outside agencies (i.e.Cornell University, and Boricua College) have facilitated a variety of workshops with translations provided to all (this includes ELL parents) our parents. Some examples of the workshop topics are as follows: Asthma, Healthy Homes, Halloween Arts & Crafts, Nutrition, Domestic Violence, Fire Safety, Parent Involvement in the Dual Language Classroom, Preparing Your Child for NYS Assessments, etc. As you can see the parental involvement activities address the needs of the parents because they are providing information that parents require for their knowledge as well as for their use in their children’s education.

3We evaluate the needs of the parents by listening to the parent’s requests during workshops and during school visits. We will also provide a survey to determine what are the areas that parents are interested in, so that we can target those areas via informative workshops. The Parent Coordinator schedules monthly Saturday trips for parents and their children to museums and cultural events. In addition, all parents are invited to assembly programs (including cultural events and special performances by theatre companies), the Perfect Attendance Breakfast, the Scholastic Book Fair and the PS 161 June Carnival.

4. These parental activities provide informative workshops (i.e., asthma, heart disease, etc. ) and provide exposure to cultural events that they may otherwise not have the opportunity to attend.

## **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: Juan Ponce De Leon

School DBN: 07x161

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

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

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

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

DBN: **07x161** School Name: **Juan Ponce De Leon**

Cluster:        Network: **109**

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

**Part A: Needs Assessment Findings**

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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.

Translation needs are discussed within the School Leadership Meetings and Parent Association Meetings. We also refer to the parent language surveys to inform us of our translation needs. Surveys are also used to help us assess our translation needs.

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.

Most of our parent meetings are conducted in English/Spanish. All memos from the school are sent out in English/Spanish. Personnel have been identified for oral and written translation. The information gathered at these meetings is disseminated during Parent Association Meetings, Parent Workshops, the school calendar and memos sent home. The parent coordinator also assures that parents' translation needs are met.

## 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.

School generated documents are sent out in the two primary languages (English and Spanish) representative of our population. School staff, such as the school secretary, the assistant principals, principal, family worker, and teachers will take turns translating letters to be sent home. Teachers will submit parent letters to be translated, these letters will first be reviewed and approved by administrators and then are passed on to one of the identified staff members that will handle the translation. This process will take no more than forty eight hours. These staff members will also translate any key information distributed at parent development workshops.

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.

The administrative staff in conjunction with our UFT Chair, the Parent Coordinator and the Parent Association President, met to discuss issues regarding oral translations. Each person represented their constituencies. The result of this discussion was that during parent teacher conferences both formal and informal there will be an in house translator at hand to help the communication between parents and teachers. We have identified key in house personnel that will be used to translate in any and all occasions.

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>.

Through the Parents' Association, Parent Coordinator, and school staff members, translation information and interpretation services will be disseminated to any and all parents who require interpretation. During orientations and/or open houses, parents are informed of their rights to request a translator or get translated services in order to communicate effectively with any members of the Department. They are provided information in the language of preference that is indicated in their child's biographical. All school related postings will be available in the covered languages as per the regulations. The Parent Coordinator will assure that all information is displayed in its proper form and that parents are aware of their rights. The Parent Association and the Parent Coordinator assure the communication between school and home is timely and explicit. The school Counselors discuss with students key details of the Disciplinary Handbook and Parent/Student Contracts which are translated for parents to understand before they are sent home. Parents are provided with their Parents' Bill of Rights and Responsibilities to assure that they are aware of their rights. They are to sign the contract and return it to the classroom teacher. If there are any questions,

students are encouraged to have their parents come in and seek clarification.