



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	23K073
School Name:	P.S. 073 THOMAS S. BOYLAND
Principal:	DELLIE EDWARDS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Thomas Boyland School Number (DBN): 23K073
Grades Served: 5
School Address: 251 MacDougal Street, BROOKLYN, New York, 11233
Phone Number: 718 573 0288 Fax: 718 455 1835
School Contact Person: EDWARDS, Dellie M Email Address: DEdward6@Schools.NYC.Gov
Principal: **EDWARDS**, Dellie M
UFT Chapter Leader: **BURNS**, Laura
Parents' Association President: **BECKFORD**, Gabrielle
SLT Chairperson: **BURNS**, Laura
Title I Parent Representative (or
Parent Advisory Council
Chairperson): **BECKFORD**, Gabrielle
Student Representative(s): Not Applicable

District Information

District: 23 Superintendent: **de GOVIA**, Mauriciere
Superintendent's Office Address: 1665 St Marks Avenue, BROOKLYN, NY 11212
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-3677 Fax: 718-385-3768

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: FITZGERALD, Bernadette
Director's Office Address: 130 Livingston Street [Room 501]BROOKLYN NY 11201
Director's Email Address: BFitzge2@Schools.NYC.Gov

Phone Number: 718-935-3954

Fax: 719-935-2382

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
EDWARDS , Dellie M	*Principal or Designee	
BURNS , Laura	*UFT Chapter Leader or Designee	
BECKFORD , Gabrielle	*PA/PTA President or Designated Co-President	
McLAUGHIN , Jimmie	DC 37 Representative (staff), if applicable	
BECKFORD , Gabrielle	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
MANGUM , Kecia	Member/ Teacher	
SMITH , Deann	Member/ Teacher	
ALSTON , Tonia	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
BRITT , Jeanine	Member/ Parent	
HAYWOOD , Opici	Member/	
PINCKEY , katora	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 73, formerly a K-8 school is currently in its final year of the phase-out process and will serve approximately forty-five 5th grade students in SY 2015-2016. We are nestled inside of Campus 73 in Ocean Hill Brooklyn along with two other schools. Despite being a phase-out school, our school community is dedicated to ensuring that our students receive a high-quality education. Our Framework goal this year is to build deeper Trust across the school community.

Our vision is to educate the whole child in a safe, caring and nurturing environment where academic achievement is the norm, and leadership skills are developed. Every day our students will be provided with meaningful, rigorous, and engaging learning experiences that incorporates 21st century technology. These experiences will provide them with the knowledge and skills necessary to make positive choices to become leaders of tomorrow and to be successful throughout college, career and beyond.

Our mission is to make 73 a place where everyone (staff, students, parents and community) know that their role in the educational process is valued and where we all work collaboratively consistently and passionately to achieve academic and personal greatness.

Over the past year

Accomplishments

Our administration has been particularly successful in the Framework element of building strong community ties; in managing capital resources and obtaining grants to support the educational experiences that our students receive. We have obtained over \$400,000 in grants to incorporate technology into our curriculum and have also received grants like Healthy Kids, Healthy Schools and Fuel Up 60 to support our initiative to educate the whole child. Additionally, we have received a beautification grant that has allowed us to create a warm and welcoming physical environment. Lastly, our students also participate in the BOKS and Champs program to enhance their learning experiences.

Challenges

- Adapting to the phase-out process
- Training first-year teachers to implement CCLS ELA and math curriculums.
- Parental involvement

Successes

Growth in DTSDE Tenets/

- Collaborative decisions made by our leadership team, as well as members of the school community working toward common goals resulted in a positive impact across the school.
- A high expectation for all stakeholders was evident and constantly communicated throughout the year.

- The decision to hire content area teachers for the middle school, resulted in academic improvements for many of our 7th and 8th grade students.
- In an effort to build capacity and improve teacher pedagogy, teachers engaged in quality professional development sessions throughout the year. These sessions were conducted by outside consultants, school and network staff members. The impact resulted in us achieving our goal for improving teaching practices across all domains but specifically within our instructional focus of Engaging Students in Learning.

Areas of Focus in DTSDE Tenets

Our after-school program commenced earlier than it did last year, and our Saturday Academy from 4 weeks to 8 weeks during February and March .

Quality Review 2014-2015 – we scored proficient in 4 out of 5 areas!

23K073 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	04,05,08	Total Enrollment	108	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	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.7%	% Attendance Rate			89.3%
% Free Lunch	85.7%	% Reduced Lunch			1.0%
% Limited English Proficient	4.6%	% Students with Disabilities			28.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			79.1%
% Hispanic or Latino	18.4%	% Asian or Native Hawaiian/Pacific Islander			1.5%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4			8.6%
Science Performance at levels 3 & 4 (4th Grade)	61.9%	Science Performance at levels 3 & 4 (8th Grade)			15.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <p>A s recorded in our QR Report 2014-2015: The school uses student work and data to develop and revise curricula, with targeted focus on alignment of units of study to content and Common Core Standards and instructional shifts. And its impact: Across disciplines, curricula reflect a targeted focus on ensuring that all students have access to tasks that support college and career readiness goals and expectations.</p> <p>Needs :</p> <p>T he school must continue to increase consistency of teaching practices across grades and subjects so that the lessons reflect the school’s beliefs and provide multiple entry points for all students. Additionally, teaching practices must be targeted to meet the needs of a variety of students, to avoid limiting levels of engagement and the critical thinking.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

- **B**y June 2016, 100% of the ELA and math units of study and lesson plans will be rigorous, coherent and will include instructional supports that create multiple entry points enabling all students to engage in tasks that promote critical thinking skills as evidenced by lesson plans, units of study and teacher observation reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <p>Professional development will be provided to all teachers on the Common Core Learning Standards and improving lesson and unit planning, as well as sessions that support Teaching to Multiple Intelligences, and Integrating Technology into</p>	<p>All staff members</p>	<p>September 2015 – June 2016</p>	<p>C ITE, Teaching Matters, Leadership Academy, BNFSC.</p> <p>Instructional Team (teachers and school leaders).</p> <p>School leaders.</p> <p>Teacher teams</p>

the Curriculum. Through th
profession development we
will continue to develop a
normed understanding of
rigor as defined by the
standards and learn
strategies to improve lesson
and unit planning by
including instructional
supports that create
multiple entry points for all
learner Professional
development will be
provided by school leaders,
CITE, Teaching Matters, and
the BNFS

**Consultants from CITE,
Teaching Matters, and the
Leadership Academy will
continue to provide
coaching for both the
principal and assistant
principal bi-monthly from
October through June to
support the development of
understanding and
supporting engaging
students in learning and
creating multiple entry
points to meet the needs of
all learners.**

**Instructional Team (teachers
and school leaders) will
meet twice a month to
discuss the quality of the
units of study, assist in
modifying the units of study,
create common assessments
and rubrics, ensure
alignments across the grade
and to identify instructional
resources/materials
designed to strengthen the
curriculum and enrich
learning experiences (the
Instructional Team will be
paid per session for
meetings that occur after
normal school hours)**

<p>Supplemental instructional materials in ELA and math such as Achieve 3000, READY and I-Ready will be purchased to support successful implementation of the units and lessons.</p> <p>Teacher teams will meet weekly during common planning times to modify the units of study and plan lessons to ensure rigor, activities that heighten student engagement and embed instructional supports for all learners.</p>			
<p>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):</p> <p>Resources that support meeting the needs of students with disabilities, English Language Learners and other high-need student subgroups will be incorporated into unit and lesson plans, as well as daily instructional practices.</p> <p>All teachers will be provided with the Individual Educational Plans of students that they service. These teachers will also participate in weekly professional development sessions and grade level meetings to increase their knowledge and resources available to meet the needs of these subgroups</p>	<p>English Language Learners, students with disabilities level 1 and level 2 students</p>	<p>September 2015-June 2016</p>	<p>Administrators and instructional leads.</p> <p>Administrators, instructional leads and BNFS</p> <p>Teacher teams</p>
<p>Engaging families and supporting their understanding of Rigorous Instruction and the Common</p>	<p>All parents and staff members</p>	<p>September 2015-June 2016</p>	<p>School leaders, teachers and the parent coordinator Learning Leaders and CITE consultants.</p>

<p>Core in order to support their children at home.</p> <p>Parental Communication Cycle developed to enhance collaboration between home and school will be implemented. The cycle includes phone calls (Tuesday PM), family workshops, conferences and other activities throughout the year</p> <p>Parent Curriculum Letters will be sent home monthly across all grades</p> <p>Progress Reports will be sent home every 6 weeks</p> <p>Parent Engrade Accounts</p> <p>New York City School Account</p> <p>Family Curriculum night will be held twice a year</p>			
<p>Framework Element: Rigorous Instruction</p> <p>Action Step - A Administrators/teachers collaborating on what constitutes rigorous instruction. This includes standards-aligned questioning and differentiation strategies, creating tasks and rubrics that align with Common Core, Shifts, DOK, exploration of multiple entry points, applicable technology, inclusion of arts and modeling of lessons/strategies as needed tailored to the needs of the teacher.</p>	<p>All staff members</p>	<p>September 2015-June 2016,</p>	<p>Administrators and teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Priority/Focus and School-wide Project funds will be used to pay Center for Integrated Teacher Education consultants that work with teachers a minimum of once a month from October through June to provide support in creating lessons that are engaging and provide access points for all learners.

Consultants from CITE, Teaching Matters and the Leadership Academy will be hired to provide coaching for both the principal and assistant principal once per month/bi-monthly from October through June.

Title I Priority/Focus and School-wide Project funds will also be used to pay for 4 teachers and 1 administrator on the instructional team for 2 hours for 20 weeks to modify and analyze the units of study to ensure that units are rigorous, engaging and provide access points for all learners and to pay the instructional team per session when the professional development takes place after school hours. **T**itle I Priority/Focus and School-wide Project funds will be utilized to retain supplemental instructional materials such as Achieve 3000 and I-Ready to align with our instructional focus of engaging students in learning.

School schedule will strategically allow time for teachers to meet at least 3 times per week for common planning.

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher and Instructional team feedback from professional development sessions will show greater comfort and application when planning and implementing lessons using strategies during the workshops. Additionally, there should be evidence of the improvement of the quality of revised units of study. Improvement in lesson planning will be evidenced by teacher lesson plans and the associated rating in Advance.

Meeting notes, feedback forms, consultant logs and associated Principal Performance Observations ratings should evidence improvement in school leaders understanding and supporting engaging students in learning and creating multiple entry points to meet the needs of all learners.

Progress toward this goal will be assessed in January 2016 by analyzing the ELA and math units of study from September 2015 through December 2015, to ensure they include tasks that are rigorous and include instructional supports that allow multiple entry points for all learners.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths:</p> <p>As recorded in our Quality Review Report 2014-2015: The principal communicates high expectations to all staff and provides training to support them in meeting those expectations. All staff members communicate high expectations to families and provide feedback that informs them about their children’s progress towards the expectations . And its impact: All teachers are aware of and receive varied supports that help them to meet the high expectations placed upon them. Families understand expectations for their children and how they can help their children progress towards learning goals.</p> <p>Needs:</p> <p>The school must continue to strengthen and expand its current practices and programs in an effort to continue to decrease the number of discipline related infractions as evidenced in the Online Occurrence Reporting System.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, PS/IS 73 would have refined school-wide systems to create a safe and supportive environment, decrease the number of Level 3 and 4 occurrences by a minimum of 50%, and have implemented at least one parent/child/teacher activity a month throughout the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and</p>	<p>A ll students</p>	<p>S ept 2015-June 2016</p>	<p>A ll staff members S chool leaders, C ITE BBFSC (N).</p>

structures needed to impact change :

We will continue to work on improving safety at our school. Ongoing professional development in Positive Behavior Interventions and Support will be provided for the dean, guidance counselors and teachers on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning provided by CITE and the BBFSC. Teachers will incorporate the school's "core values" and premise of our school song into their classroom culture Bullying Prevention/Anti-gang workshops will be provided by School Safety Community Outreach Division. The behavior team will meet weekly to analyze student incident data, identify trends and devise a plan of action to address chronic behavior problems. Best Practices Standards for Creating and Sustaining a Safe and Support School will be utilized to ensure structures and routines are in place to ensure a safe environment.

We will continue promoting and rewarding positive behavior through our Great Bucks program.

We will conduct Friday extra curricula activities (led by 2 teachers and 1 administrator) and extended day clubs (led by clusters) where teachers will address social development and promote positive behaviors

<p>(teachers/administrator will be paid 2 hours per session a week from October 2015-June 2016).</p>			
<p>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) :</p> <p>Our Greatness GEEKS (Guys/Girls Empowered by Excellence, Knowledge and Support) supports and inspires our most challenging students (including students with disabilities, ELLs, and other high-need subgroups) in achieving personal and academic greatness.</p> <p>Our Great Bucks program enables all students to earn points by exhibiting positive behavior or making a contribution to the school community.</p> <p>We will conduct Friday extra curricula activities (led by 2 teachers and 1 administrator) and extended day clubs (led by clusters) where teachers will address social development and promote positive behaviors (teachers/administrator will be paid 2 hours per session a week from October 2015-June 2016).</p>	<p>Students with disabilities, English language learners, and other high-need student subgroups</p>	<p>September 2015 – June 2016</p>	<p>Dean, Guidance counselor School social worker.</p>
<p>Strategies to increase parent involvement and engagement:</p> <p>All parents participate in the Great Bucks program. Parents receive Great Bucks and are recognized for their outstanding contributions to</p>	<p>All parents and the parent coordinator</p>	<p>September 2015 – June 2016</p>	<p>The parent coordinator, PTA Assistant principal</p>

the school community as well for partnering with us on their child’s educational journey during monthly assembly programs. P rincipal conducts monthly Coffee with the Principal meetings with parents.			
Framework element: Supportive Environment Action Step - Provide increased opportunities for parent/child/teacher interaction through Movie Night, Game Night, Reading Night/Book Club (teacher reads story aloud, parent and child read parts at home, discussion and art project completed at school).	Teachers, students, parents,	S eptember 2015 – June 2016	A dministrators S taff members P rincipal P arent Coordinator D ean G uidance counselor S ocial worker

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • T itle I Priority/Focus funds will be used to pay CITE consultants that provide professional development workshops on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning. CITE consultants will provide 10 workshops throughout the year. • T itle I Priority/Focus funds will be used to pay for student admissions for 4 educational reward trips throughout the year. • T itle I Priority/Focus funds will be used to pay 4 teachers and 1 administrator per session for the Extra Curricula After School program that will from October 2015-June 2016 on Fridays from 2:30-4:30 for 30 sessions. 											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Improvement in school safety will be measured by a decrease in the number of Level 3-4 incidents recorded in Online Occurrence Reporting System.

- Effectiveness of the Great Bucks program will be measured by student feedback and student responses on the actual Learning Environment Survey and Mock Learning Environment Survey.
- Effectiveness of the after school clubs will be measured by student feedback, a decrease in the number of Level 3-5 incidents recorded in the On-line Occurrence Reporting System and results of the Learning Environment Survey.
- Progress toward this goal will be assessed in January 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <p>As recorded in the QR Report 2014-2015: Cycles of professional collaborations provide all staff members with structured opportunities to share content knowledge and strategies for improving teaching and learning across the school. Distributed leadership practices promote teacher leadership and result in staff members having a voice in decisions about school improvement goals and initiatives. And its impact: The inclusion of all staff in a variety of teams empowers all teachers to work collaboratively towards the attainment of school-wide practice and successful implementation of Common Core Learning Standards.</p> <p>Needs :</p> <p>School will continue to build on existing practices.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

By June 2016, each teacher will have a contributing role academically, socially, or emotionally that contributes to the achievement of the whole child.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change :</p> <ul style="list-style-type: none"> • School leaders will develop a school-wide professional development plan. Professional development will be provided to all teachers on 	<p>All staff members</p>	<p>September 2015-June 2016</p>	<p>School leaders</p> <p>CITE</p> <p>BFSC (North)</p> <p>Leadership Academy</p>

<p>Danielson’s Framework for Teaching and Advance. Through the professional development we will continue to develop a normed understanding of the criteria. Professional development will be provided by school leaders, CITE, Leadership Academy and BBFSC support staff.</p> <ul style="list-style-type: none"> • School leaders will partner with CITE and our BBFSC and to norm feedback, calibrate ratings, and plan/facilitate professional development. • Teachers will be provided with frequent feedback from school leaders towards the improvement of instructional practices. We will use the instructional rounds model to develop strong teacher practice and coherence throughout the school. • Teachers will meet with school leaders during the year to discuss progress towards professional goals. All staff members have completed the Initial Planning Conference and developed professional goals. In addition, teachers will meet with school leaders mid-year and end of year to further discuss progress. 			
<p>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):</p>	<p>Teachers of students with disabilities, English Language Learners and other high-need subgroups</p>	<p>September 2015-June 2016</p>	<p>CITE BFSC (North)</p>

<ul style="list-style-type: none"> Teachers of students within these subgroups will receive additional professional development sessions to increase their capacity to meet the needs of these students. 			
<p>Strategies to increase parent involvement and engagement :</p> <p>Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home.</p>	Parents of students with disabilities, English Language Learners and other high-needs subgroups	September 2015-June 2016	School leaders CITE BFSC(North)
<p>Capacity Framework element: Collaborative Teachers</p> <p>Create a teacher survey where teachers will specifically identify what they will do to enrich our school community</p>	Teachers	August 2015	School leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Title I Priority/Focus and School-wide Project funds will be used to pay for CITE and Leadership Academy consultants to provide professional development and support in improving teaching practices. These funds will also be used for teacher per session (approximately 100 hours) when professional development takes place after normal school hours. Faculty conferences and grade meetings are also used to conduct professional development sessions. Title I Priority/Focus and School-wide Project funds will be used to pay for CITE and Leadership Academy consultants. The CITE consultant will work with various teachers once a month from October through June providing workshops, in class support and assistance with developing coherent lesson plans. These funds will also be utilized for CITE consultants who will provide workshops for teachers throughout the year from October through June in enhancing their teaching practices. School leaders will meet with teachers during administrative periods to provide feedback. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teacher feedback from professional development sessions will indicate greater comfort and application when using Danielson’s Framework for Teaching and implementing strategies provided during the workshops.
- Meeting notes, professional development agendas and feedback forms will show evidence of effectiveness, calibrated ratings, patterns, and trends that result from the professional development sessions.
- Teacher growth will be evidenced in the feedback and associated ratings in the Advance System.
- Teacher reflections and progress logs (mid and end of year) will show evidence of progress toward meeting their goals.
- Progress toward this goal will be assessed in January 2016 by analyzing teacher Advance ratings under competency 1b, 4d, 4f: Engaging Students in Learning.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths :</p> <p>As recorded in the 2014-2015 QR Report: The administration prioritizes strategic alignment of the school’s resources to its goals, with organizational decisions that are effective in empowering staff to maximize student achievement. School resources are aligned to the school’s goals of improving literacy and</p> <p>School schedules have been organized to maximize learning time for both students and adults. And its impact: All teachers are aware of and receive varied supports to meet the high expectations placed upon them. Families understand expectations for their children and how they can help their children make progress towards learning goals.</p> <p>Needs:</p> <p>As recorded in the feedback from our 2014-2015 Priority Focus Quality Review Report, in order to build teacher pedagogy and consistency across classrooms, school leaders must continue to expand the use of best practices for assessment strategies across classrooms, including checks for understanding and self-assessment, to increase student achievement.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% or more of our parents, teachers, and students will indicate that they feel included in schoolwide decisions on the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change :</p>	<p>All staff members</p>	<p>September 2015- June 2016</p>	<p>S chool leaders I nstructional leads</p>

<p>School leaders will expand build the capacity of the instructional team by allowing them to attend weekly cabinet meetings, participate in instructional walks, utilizing them as mentor teachers and allowing them to facilitate professional development sessions.</p> <p>School leaders will invest time for training and development of activities to promote distributive leadership opportunities.</p> <p>School leaders will create a “peer mentor” program to allow all teachers to identify a “critical friend” and to receive one-to-one coaching and feedback from instructional leads in a non-evaluative manner.</p>			
<p>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) :</p> <p>Instructional leads will serve as “critical friends” and provide additional classroom support for all teachers who have students within these subgroups.</p> <p>Select students in these subgroups will be provided with intensive support via small group instruction by an instructional lead.</p>	<p>Students with disabilities, English Language Learners and other high-need subgroups</p>	<p>September 2015-June 2016</p>	<p>School leaders Instructional leads</p>
<p>Strategies to increase parent involvement and engagement :</p> <p>Parents will be invited to monthly meetings and</p>	<p>Parents of students with disabilities, English Language Learners and other high-need subgroups</p>	<p>September 2015-June 2016</p>	<p>School leaders, Teachers, CITE BBFSC(North)</p>

workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home.			
Capacity Framework element: • Once a month, have a “coffee with the principal” time where principal and teachers talk about school issues.	School staff	September 2015-June 2016	School leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School schedule will strategically allow time for instructional leads to meet with their identified teachers to co-plan, co-teach, model or provided feedback at least 2 times a week.											
Title I Priority/Focus and School-wide Project funds will be used to purchase supplemental instructional material such as Achieve 3000, READY, Wilson, Fountas and Pinnell Leveled Literacy Intervention and IReady needed to support improving student performance.											
Title I Priority/Focus and School-wide Project funds will be used to pay 2 teachers and 1 administrator to support our Saturday school program that will operate on Saturdays from January to March for 4 hours each day.											
Title I Priority/Focus and School-wide Project funds will be used to purchase PD literature to aid enhancing the knowledge and building the capacity of our instructional leads.											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teacher and Instructional team feedback from professional development sessions will indicate greater comfort and application when planning and implementing lessons using provided during workshops and peer mentors. Additionally, there should be evidence of the improvement of the quality of teaching practices as evidenced by teacher lesson plans, cycles of observation, learning walks, weekly team meetings, and the associated ratings in Advance.

Progress toward this goal will be assessed in January 2016 by analyzing teacher Advance ratings under competency 1E: Designing Coherent Instruction and 3C: Engaging Students in Learning. .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths :</p> <p>According to our comprehensive needs assessment and feedback from our 2013-2014 Priority Focus Quality Review Report, the principal has an open door policy and students, parents and teachers say they always see her, making suggestions or sharing concerns. Principal conducts monthly meetings with parents such as, Coffee-with-the Principal, where parents are welcome to share their concerns and positive experiences. In addition, the school celebrates the student, parent and staff of the month to recognize individuals that go above and beyond their roles to aid at the school in achieving greatness. The administration informs families about medical and social and emotional services available for the children in school and outside the school and conducts workshops throughout the year to aid parents in supporting their child’s education at home. As a result of these efforts, students and families have a positive attitude toward school and individual children’s attendance has improved so far this year as evidenced on the DOE Student ID Accounts.</p> <p>Needs :</p> <p>According to our comprehensive needs assessment and feedback from our 2014-2015 Priority Focus Quality Review Report, the school should continue to collaborate with Parent Association, School Leadership Team, and the parent coordinator to organize workshops and information sessions, develop systems to monitor effectiveness of parent workshops, and develop a system to track feedback from school community to inform decisions regarding family and community involvement to ensure positive impacts on students, families, and student achievement.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 73K will work with the PTA and PC to create at least 3 different after school programs and monthly parent workshops from September 2015 to June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English Language Learners, and other high-needs student subgroups (e.g., overage/under-credited, SIFE (Students with Interrupted Formal Education), STH • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change :</p> <p>To support parental capacity to support children’s academic growth monthly parent meetings will be hosted for parents to discuss</p>	<p>All parents</p> <p>Parent Coordinator</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p> <p>Parent Coordinator</p> <p>CITE</p>

concerns and academic progress with their child's teachers. Monthly Coffee with the Principal meetings will also be held for parents to meet with the principal to discuss any concerns and find out ways to support their child's growth at home. Monthly parent workshops on topics that include the Common Core Learning Standards and test preparation, PTA meetings and events such as Academic Night and our Multi-cultural Festival designed to increase parental engagement will also be held throughout the year.

To improve communication between home and school, we will distribute the School/Home Connection Monthly Newsletter, continue to use school website via E-Chalk and use School Messenger to keep parents informed of student attendance and school events/initiatives. We will also promote and use DOE Parent site to keep parents informed of student interim and state assessment results and keep them abreast of their child's current performance via phone contact and progress logs.

To improve the effectiveness of parents as partners in our school, parents who wish to volunteer will be trained and participate in on-going professional development sessions facilitated by the Learning Leaders Program.

<p>Parental Communication Cycle developed to enhance collaboration between home and school will be implemented. The cycle includes phone calls, family workshops, conferences and other activities throughout the year.</p>			
<p>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 Students) : The guidance counselor, social worker and instructional needs will work throughout the year to provide academic and socio-emotional support to students and families of students in these subgroups.</p>	<p>Students Families</p>	<p>September 2015-June 2016</p>	<p>Guidance Counselor Social Worker</p>
<p>Strategies to increase parent involvement and engagement:</p> <p>Parents will be invited to monthly meetings and workshops designed to increase their knowledge of their child’s academic and social performance and provided them with strategies to support their child’s growth at home .</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>School Leaders Parent Coordinator</p>
<p>Activities that address the Capacity Framework element of Trust: Teachers communicate regularly with parents via our Parent Communication Cycle. Our continued cycle of collaboration promotes trust and ensures that we are working with families as partners in their child’s education.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Title I Priority/Focus funds will be used for Center for Integrated Teacher Education consultants to conduct 5 workshops during October to June period designed to improve parental involvement/engagement. Topics will include but not be limited to Understanding the Common Core Learning Standards, Supporting Your Child’s Education, Understanding Student Progress and Building Home/School Relationships. The funds will also be used to fund activities/events designed to promote parental involvement and engagement. Funds will also be utilized for supplemental materials to support creating a welcoming and positive school climate, fostering communication and encouraging parental involvement that successfully prepares students for the next level.

- Title I Priority/Focus funds will be used to pay for the school’s messenger, E-Chalk, and School/Home Connection subscription purchased to improve communication with parents.

Title I Priority/Focus funds will also be used to pay for parent professional development via Learning Leaders to allow parents to volunteer effectively as partners within our school community .

Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Effectiveness of the workshops and meetings will be evidenced by positive feedback distributed after the workshops and from the Learning Environment Survey.

- Effectiveness of communication methods will be evidenced by parental response on the associated area of the Learning Environment Survey.

- Effectiveness of the Learning Leaders will be evidenced by teacher response on surveys and by parental response on the associated area of the Learning Environment Survey.

Progress toward this goal will be assessed in January 2016 to ensure that at least 5 parent workshops have already been conducted.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	A comprehensive data analysis is done to determine if a student is in need of AIS services. In addition all students who scored a Level 1 on the NYS ELA exam receives AIS services.	<ul style="list-style-type: none"> • Balanced literacy • Workshop model • Strategies for Writers • 4 square writing Wilson • Peoples Common Core • Interventions that accompany the core curriculum • IReady 	Varies depending on when the service is being provided	During the school day After School Wednesday and Thursday from 2:30-4:30pm
Mathematics	A comprehensive data analysis is done to determine if a student is in need of AIS services. In addition all students who scored a Level 1 on the NYS math exam receives AIS services.	<ul style="list-style-type: none"> • Workshop model • Interventions that accompany the core curriculum • IReady 	Varies depending on when the service is being provided	During the school day After School Wednesday and Thursday from 2:30-4:30pm
Science	A comprehensive data analysis is done to determine if a student is in need of AIS services.	<ul style="list-style-type: none"> • Balanced literacy • Workshop model • Interventions that accompany the core curriculum. 	Varies depending on when the service is being provided	During the school day After School Wednesday and Thursday from 2:30-4:30pm

Social Studies	A comprehensive data analysis is done to determine if a student is in need of AIS services.	<ul style="list-style-type: none"> • Balanced literacy • Workshop model • Interventions that accompany the core curriculum. 	Varies depending on when the service is being provided	<p>During the school day</p> <p>After School Wednesday and Thursday from 2:30-4:30pm</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers identify students who are in need of at-risk services and submit their names to the PPT Team for a comprehensive data review. The Pupil Personnel Team makes the final determination.	<ul style="list-style-type: none"> • At risk counseling • Positive Behavior and Intervention System 	<p>Small group</p> <p>Individual</p>	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The principal in collaboration with the BFSC follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The principal will also attend various hiring fairs to hire highly qualified teachers. We will also utilize the New Teacher Finder and NYC Teaching Fellows to identify potential candidates.

2b. High Quality and Ongoing Professional Development

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

Through our monthly cycle of professional development, professional development will be offered to all staff members to ensure that they receive continuous training to improve their practices. This profession development is offered by consultants, administrators, and/or the network staff. If any teacher is identified as Not Highly Qualified on our BEDS survey, we encourage those teachers to take classes to become highly qualified in the area that they are teaching and offer tuition reimbursement for these classes.

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/information, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee in consultation with teachers decide on what assessments will be used for teacher impact on student learning. The principal then approves this decision. Administration in consultation with teachers and the instructional core team decide of in- house assessments that will be used to measure student learning. Teachers receive training throughout the year on administering these assessments, analyzing the results and devising action plans to address gaps in student learning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	133,955.00	x	12, 16, 19, 22, 25
Title I School Improvement 1003(a)	Federal	\$16,979		18
Title I Priority and Focus School Improvement Funds	Federal	\$23,723	x	12, 16, 19, 22, 25
Title II, Part A	Federal	184,668.00		18, 21
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	424,364.00	x	12, 16, 19, 22, 25

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 73K**, 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. **PS 73K** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

PS 73K, 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/IS 73</u>	DBN: <u>23K073</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" 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: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

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: _____ Data from the 2012-2013 NYS ELA and Math exams, 2012-2013 NYSESLAT exams, Student Identification Home Language Survey and other school-wide data provide evidence that there is a need to provide additional academic and social support to our ELL students and additional professional development to our staff members in order to provide an optimal educational experience. The NYSESLAT reveals that we have 2 students who performed at beginner level, 2 who performed at intermediate level, 4 who performed at advance level. The NYS exam results reveal that all of our ELL students that took the exam are performing belowing proficiency (below a level 3) in ELA and math. To support all of our ELLS, including former ELLs entitled to 2 years of transitional ESL support and ELL/SWD and improve their academic and social performance and support their parents in helping them, an afterschool program will be offered. The after-school program will take place 2 days a week for 2 hours each day. This program will be offered to our ELL students in all the grades that we service and will be taught by 2 common branch teachers and our middle school ELA teacher all that have experience servicing our ELL population . Our ESL teacher will push-in to each classroom during each session for 30 minutes to provide support services. The ESL teacher will also spend 30 minutes providing small group instruction to the students in the grades 4, 5 and the 7-8 bridge class. The remaining 30 minutes will be utilized for individualized pull-out instruction as needed. The common branch teachers and ESL teacher will use English as the language of instruction. There will be 3 classes Grades 4,5 and a Grade 7 using grade appropriate content to expand english language acquisition. Our ELL students will also be invited to attend our Saturday Academy that takes place for a total of 9 Saturdays in February and March from 9am-1pm. The ESL teacher will provide push in services to our ELL students. The goal of this comprehensive program is to provide additional ESL instruction to our students, test prep for the NYS ELA, Math and NYSESLAT exams, as well as continue our efforts to foster better relationships between our students, parents and school community. Parents of all students attending the Saturday Academy will be invited to workshops on these Saturdays hosted by our principal and parent coordinator. The workshops will focus on supporting student learning and dealing with issues such as test taking anxiety. Materials such as Finish Line ELA and Math, Ready NY ELA and Math, and Preparing for the NYSESLAT will be purchased and utilized for ESL instruction and test preparation. Additionally, funds will be utilized to purchase licenses for student use of Imagine Learning and Achieve 3000. The program will begin in October and will run through the end of May. There will be approximately 70 sessions for the after school program. 5 laptop computers will also purchased for the ESL classroom to allow more students access to technology and the software programs that we have available. Funding from other sources will be used to complement the school's Title III allocation to implement this supplemental program.

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

Part C: Professional Development

Begin description here: Meeting the needs of our ELL students and improving their academic performance is a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided by our network, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. Some of the topics to be covered and the tentative dates are as follows:

*Demystifying ELL Data - October 2013

Rationale: Teachers who service ELL students must understand how to gather, organize, analyze and use ELL related data in order to accelerate achievement for these students.

*Meeting and Supporting the Needs of ELL - October 2013

Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.

*Common Core and ELL Students - November 2013

Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that will support the success of ELL students meeting these demands.

*Differentiated Instruction - November 2013

Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well-versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.

*Study Skills - December 2013 (Parent Workshop)

Rationale: Research shows that students whose parents are involved in their educational experience tend to do better than those whose parents are not. This workshop will provide parents with study and organizational skills/strategies to support the work that they do with their children at home.

Part D: Parental Engagement Activities

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

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

Begin description here: In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students will be invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. These meetings will take place on October 2, Nov. 6, Dec. 4, Jan. 8, Feb. 5, Mar. 5, April 2, May 7 and June 4 at 9am. Parents of all students attending the Saturday Academy in March will also be invited to workshops on these Saturdays hosted by our principal and parent coordinator. A translator will be available during the workshops. The workshops will focus on supporting student learning and dealing with issues such as test taking anxiety. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	_____	_____
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 073
School Name Thomas S. Boyland		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal	Assistant Principal
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area Deann Smith	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ethelene Taylor
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) Julia Cruz, bilingual staff

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	32	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____						2								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																			
SELECT ONE _____																					0	0	
SELECT ONE _____																						0	0
SELECT ONE _____																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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						2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)						1								0
Emerging (Low Intermediate)						1								0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0		
Integrated Algebra/CC Algebra	0	0		
Geometry/CC Algebra	0	0		
Algebra 2/Trigonometry	0	0		
Math _____	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0		
Geography	0	0		
US History and Government	0	0		
LOTE	0	0		
Government	0	0		
Other _____	0	0		
Other _____	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0				
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use F&P to assess the early literacy skills of our students. Our BOY F&P results administered in Sept/Oct reveal that all of our ENL students are reading below grade level. One of our ENL students is reading more than 2 grade levels below his expected grade level, another one is a newcomer and he is unable to speak or read in English. We have used this data to determine what intervention programs will be utilized to improve their reading. The Wilson Reading Program will be utilized with both students to improve their decoding/encoding deficiencies and the Pearson Cornerstone will be utilized with both to improve their comprehension skills and to master targeted CCLS standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
With such a small population, data patterns are not evident. However, one of our ENLs advanced one level which indicates that the strategies we are using are positively impacting his language development. The other ENL is a September 2015 intake.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Neither of our current students were assessed using the measures that are part of the AMAO. Data from F&P, NYSESLAT and ongoing class assessment drive current interventions.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The ENL student who entered our school for the 2014-2015 school year, was a newcomer to the country, speaking no English upon entry. He improved from Level A to Level J by June 2015. By June 2015, he was classified as a low intermediate ELL. Tests in his home language were used intermittently to assist with understanding the English version of exams. All ENL Periodic Assessment results are carefully analyzed by leadership and teachers to determine how to strategically target instruction in the areas that the students demonstrate deficiencies. Teachers complete data analysis templates that identify the strengths and weaknesses of each individual. The

students are then categorized as below, approaching, on or above and an instructional plan of action is devised to target the areas in which students demonstrate weakness.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
After a careful review of all assessment data and conversations with the ENL and classroom teacher, ENL students are categorized as Tier 1, Tier 2 or Tier 3. The academic needs of Tier 1 students are addressed by their classroom teachers. Curriculum supports and research based strategies are used to the greatest extent possible to insure that instruction is differentiated to meet the needs of these learners in a whole class setting. Tier 2 students receive small group instruction with other general education Tier 2 students, 3 days a week from their classroom teacher and Tier 3 students are pulled out by the ENL/SETTS teacher with other general education Tier 3 students, for more targeted and intensive academic support that matches their learning needs. Research-based intervention strategies are continuously utilized within all Tiers.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Careful consideration is given to whether or not the second language development is a factor in the student's academic deficiencies. We look at the results of the most recent NYSESLAT as well as trends across prior NYSESLAT exams to identify patterns and/or concerns. Our core programs in ELA, Math, Science and Social Studies include components to ensure that instruction in these areas build our ENL students' English Language Skills. Teachers also receive ongoing PD throughout the year on strategies and practices that should be utilized to build English Language Skills as well.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our LAP team and Core Inquiry team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. Student performance and assessment results (from Preparing for the NYSESLAT Interim Assessments, READY Interim Assessments, school-wide common performance assessments and teacher made exams) are monitored to determine if students are progressing toward benchmark goals. If little to no progress is being made, a new plan of action is devised.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
PS 73K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents are assisted by Ms. Beylis, licensed ESL Teacher and are instructed in their native language by our designated bilingual staff or a telephone translator, to assist parents with completing the surveys. Trained pedagogues conduct an informal and formal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (NYSITELL). Ms. Beylis, ESL Teacher, is responsible for the initial screening, administering the HLIS, the NYSITELL, and the formal initial assessments. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assistance of the Registrar, who is responsible for registering students) will determine if there is a basis for administering the NYSITELL or Spanish LAB assessment to them. If Spanish speaking students who were administered the English NYSITELL do not pass, they are then administered the Spanish LAB. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take place within a 10-day period for students who are first time entrants to the NYC Department of Education. Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment NYSITELL to determine if they will be eligible for ELL services.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In addition to administering the NYSITELL and home language assessments like Spanish LAB, we also have a designated bilingual staff member conduct a SIFE interview using the NYC DOE SIFE questionnaire form. From the results of the interview, testing, and then student work products that students complete, we determine whether students are SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students who are already in the DOE system and have IEPs have specific services, etc. that we adhere to providing. Ms. Beylis, licensed ESL teacher, and Ms. Laruso, school psychologist, and Ms. Cruz, bilingual Spanish speaking staff member, meet with the parents to discuss IEP and ESL services needed.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ESL teacher distributes the letters to the parents. To ensure that parents receive their entitlement letters, she collects the signed copies of these letters. If parents do not return these forms, they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

Our school will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process would be completed within 10 school calendar days of receipt of written notice.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Taylor, also works with our ESL Teacher and Registrar to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DOE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's NYSITELL results. Parents may also request to observe and visit the participating classrooms to make their final program decision.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our Registrar and our ESL teacher work collaboratively to ensure that parents receive their entitlement letters as a part of the registration process and they work to ensure that the parents return their entitlement letters, Parent Surveys and Program Selection forms on the same day as registration (whenever possible). Outreach to the parents include in-school parent orientation sessions, phone calls, and translation services. If parents do not return forms then they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. However, we have not had this occur, as all of our forms are completed and returned as a part of our registration process. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the Parent Survey and Program Selection forms have not been completed and returned during the registration process we immediately conduct with parents and ask them to come and complete the form.

9. Describe how your school ensures that placement parent notification letters are distributed.

One person, Ms. Beylis, is responsible for distributing and collecting the letters signed by a specific deadline. These deadlines are tracked by the principal.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We keep HLIS in the student's cumulative folder. The ESL teacher collect the signed copies of the letters.

11. 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.

Our ESL Teacher and Registrar are responsible for collaborating with each other to identify students who are eligible to take the NYSESLAT exam. Our licensed ESL teacher is responsible for administering this exam. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT. NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL students are administered all four parts of the NYSESLAT by our licensed ESL teacher, Ms. Beylis. If a student is absent on a test date, make-up days are established to complete any missing section.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We collect and check the signed copies of continued entitlement and transitional support parent notification letters.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. There was interest among our parents to have a transition bilingual ed program, but the size of our school limits our ability to provide this service. Our most recent parent choice request numbers were as follows: Bilingual Education (07), Transitional Bilingual Education (09), ESL Education (07), and no choice requested (02). Normally, we give parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, our school size only enables us to offer a free-standing ESL push-in program. We do inform parents that they can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist. The program models offered at our school are aligned with parent requests and school size.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

a. All ELL students on a grade are clustered by placing them in the same heterogenous class to the greatest extent possible, where the ESL teacher pushes in or pulls them out to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities who are also ELLs, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together or they are serviced via the pull out model. Our program is designed to make it easier to provide the mandated service hours to all eligible students and to ensure that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLs to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support them, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.

b. All of our classes are grouped heterogenously. Students in grade 5 receive ELA, math, science and and social studies from content specialty teachers.

b. TBE program. *If applicable.*

n/a

c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner, and intermediate students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning.

a. Explicit English as a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction alignment explicitly to the NYS standards in ESL, CCLS in ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations

3. Describe how core content is delivered in each program model. 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.

Researched based programs were chosen and are being utilized for our ELA and Math Core curriculum. For ELA, teachers in grades utilize the Ready, Journeys, and Lucy Calkins ELA programs. Materials for that align to the content in these programs will be provided in Spanish on many occasions. For math, utilize Envision Math. All programs are research based, rigorous, designed to meet the demands of the CCLS and include support for ELLs. Teachers meet weekly to modify units of study to ensure additional instructional supports are included to meet the needs of ELLs and other subgroups. Instruction is differentiated for all subgroups to allow all learners access to the curriculum. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ESL standards. Additionally, content area instruction in science, social studies, and math, are conducted, using ESL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning.

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

The Spanish LAB-R exam is given to students that score at or below cut scores on the NYSITELL. Spanish LAB-R results help in the determination of language dominance for planning in providing bilingual and ESL services. Additionally, if a student expresses a need and a desire to be tested in their native language on any exam other than an ELA exam, whenever possible, the exam is administered in their native language. Many of our programs offer this option and it is utilized when there is a need. Also, when there is a need or a student expresses the desire, translators are provided for state exams with the exception of the ELA exam. Our ELL students also have access to an array of books in their NL and English as a part of all classroom libraries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL and classroom teachers meet to devise or choose assessments that ensure ELL students are evaluated in all four modalities throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as Imagine Learning, Wilson Reading, Cornerstone Learning, and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

a. We do not currently have any SIFE students. However, if we did have any, our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students would also practice English skills through the use of Imagine Learning English Technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and

analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

b. Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the same learning environment. We then assign another classmate, whenever possible, who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet CCLS standards. If possible, we would also like to have an afterschool program dedicated specifically to ELLS.

e. Former ELLs continue to receive instructional supports and academic intervention services until they no longer demonstrate a need that the services are required.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We do not have re-identified as ELL students in our school.

8. 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?

ESL and classroom teachers utilize curriculum supports and strategies included in our core programs are used to differentiate instruction to our ELLs. Additional programs have also been purchased to supplement our core curriculum in an advanced effort to meet their needs. Supplemental programs such as Imagine Learning, Wilson Reading, Cornerstone, and Achieve 3000 aid in differentiating instruction to our ELLs. Additionally, learning and interest inventories are administered to these students and are incorporated into planning lessons that meet the needs of these learners.

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

Every attempt is made to ensure that all of our students are educated in the least restrictive environment. Assessments are administered and progress is monitored to determine if current placements, instructional materials and plans of actions are successful in meeting the needs of the learners. If little to no progress is being made, the LAP team and SIT meet to discuss an alternative plan of action.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

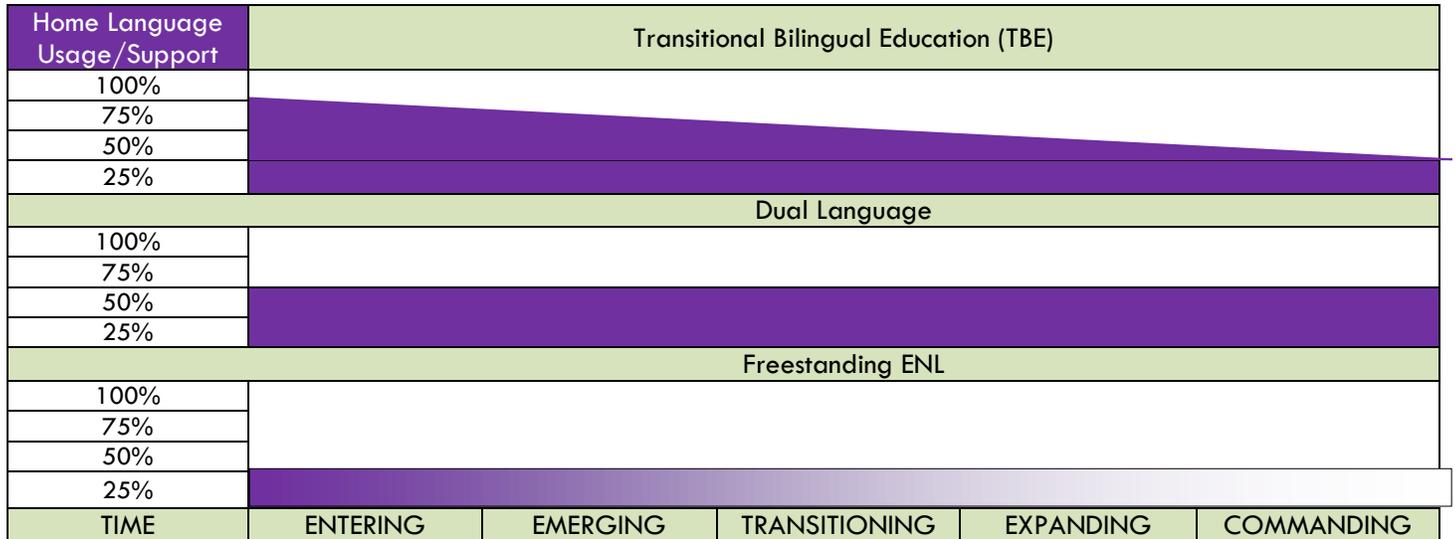


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We offer the following academic intervention services for all of our ELL students: Academic Intervention After School (W-Th), RtI, and the Saturday Academy. Various research based programs are utilized with these programs to support the progress of our ELLs. These services are offered in English but supplemental resources are utilized whenever available to support partial instruction in their native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program seems to be having a positive impact on the academic performance of our ELL students. Although we fell short of meeting our AYP, these students in this subgroup showed continued progress on their ELA and Math exams.
12. What new programs or improvements will be considered for the upcoming school year?
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, SMART Response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Also the professional development that our teachers will receive should aid in improving practices designed to meet the needs of these students.
13. What programs/services for ELLs will be discontinued and why?
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students are afforded equal access to any and all programs offered at our school. These programs include all extra curricula activities, After School Academic Program, and Saturday Academy. Permission slips are distributed to all of our students at the same time. When needed, permission slips for all programs are translated in the native language that the parents speak and they are asked to send them back whether permission is granted or not. When ELLs participate in any program, the teachers and club facilitators are made aware of who the ELL students are and are encouraged to employ strategies learned at various workshops to allow ELLs full access to the programs. Teachers/facilitators are encouraged to seek the assistance of administrators if they have difficulty meeting the needs of these students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
This year we have a focus on integrating technology into our curriculum to heighten student engagement and allow ELLs multiple entry points. The use of interactive Smartboards, laptops, SMART Response systems, document cameras and software programs will allow classroom teachers and the ESL teachers to provide rigorous, engaging and targeted instruction to improve student performance. Additionally, Imagine Learning, Cornerstone, and Achieve 3000 will be utilized to support the needs of these students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our core curriculum in ELA , Math, Science and Social Studies all include native language supports. Additionally, native language is supported through the use of classroom libraries with books in English, Arabic, Spanish and French, the use of English/BL glossaries and electronic translators.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services, supports and resources correspond to the ELLs age and grade level. Resources such as bilingual classroom libraries, English/BL glossaries, and electronic translators also correspond with the ELLs age/grade level. Additionally, ESL services correspond with the NYSESLAT level and students received their required mandates
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. When applicable new students are paired with a language buddy in their class or someone who is relatively close in age.
19. What language electives are offered to ELLs?
English only
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Meeting the needs of our ELL students and improving their academic performance remains a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided in our school, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. These workshops satisfy the 7.5 hours of ELL training (10 hours for special education teachers). Agendas and attendance sheets are maintained by the teachers and administrators.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
*Meeting and Supporting the Needs of ELL - October 2015
Rationale: Teachers who service ELL students must understand the needs and learn strategies that will allow them to meet and support the instructional needs of this subgroup and their parents. Teachers will learn practices and strategies that will maximize learning for ELL students.
*Common Core and ELL Students - November 2015
Rationale: With the rigorous demands of the Common Core Learning Standards, teachers must be well-versed in practices and strategies that *Differentiated Instruction - November 2015
Rationale: Lessons and assignments must be differentiated to better meet the needs of this subgroup and improve achievement. To aid in differentiating instruction and assignments, teachers must be well versed in utilizing all available data resources to individualize the instruction. Teachers will learn approaches and strategies that will help them better plan and execute differentiated instruction and assignments.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor, Sandra Villarson, and bilingual translator, Julia Cruz, work closely with ELLs and their families to ensure they are informed of middle school expectations and options and aide in their transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Meeting the needs of our ELL students and improving their academic performance remains a priority this school year. As a result, the ESL teacher, any teacher with ELL students in their class, our parent coordinator and administrators will receive on-going professional development throughout the year on various topics related to educating, supporting and meeting the needs of this subgroup and their parents. Professional development will be provided in our school, as well as any additional consultants whose workshops have demonstrated proven effectiveness. The administrative staff will continuously seek out consultants who can provide the professional development. These workshops satisfy the 7.5 hours of ELL training (10 hours for special education teachers). Agendas and attendance sheets are maintained by the teachers and administrators.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

New Student/Parent workshops and orientations are held for every new student and parent. The Parent Coordinator works with the registrar and the principal to identify newly enrolled ELLs so that the orientation can be scheduled. During the orientation, the principal, ESL teacher and Parent Coordinator meet with the parent and the student to get a clear sense of who they are, find out what their needs are and to acclimate them to the school community. In an effort to be responsive to all parents needs through the personal attention and to better understand the needs of our ELL parents and hear their voice, parents of ELL students are also invited to a monthly coffee with the principal. The goal is to make these parents feel a part of the school community and to give them an opportunity to ask any questions and share concerns with the principal. Various information will be shared on the overall performance of this subgroup as well as suggestions for the parents to support their child at home. Additionally, various workshops will be sponsored throughout the year by our parent coordinator, PTA and ESL teacher. Parents will be notified of these events via flyers sent home in their native language and our school messenger service. Our school partners with CITE to facilitate workshops for our ELL parents throughout the year. Our staff bilingual translator, Julia Cruz, is available at these sessions for translation purposes.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All records of annual individual meetings with ELL parents are maintained by Ms. Beylis, ESL teacher. Additional parent outreach made to ELL parents are maintained in the teacher log records maintained by all teachers.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Participation of ELL parents in activities beyond parent-teacher conferences has been weak in past years. However, parents of ELL students will receive a questionnaire designed to determine their specific needs and interests and sessions on how they can better support their English learning students are already scheduled.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have a partnership with a CNO where that is being explored.
5. How do you evaluate the needs of the parents?
A parent survey will be disseminated to parents to collect this information.
6. How do your parental involvement activities address the needs of the parents?
The workshops offered align to the needs articulated by parents in the survey and in discussion throughout the year.

D. Additional Information

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

Paste response here:

School Name: Thomas Bayland School

School DBN: 23K073

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dellie M. Edwards	Principal		9/16/15
Nadya LaBorde	Assistant Principal		9/16/15
Ethelene Taylor	Parent Coordinator		9/16/15
Olga Beylis	ENL/Bilingual Teacher		9/17/15
	Parent		1/1/01
Deann Smith	Teacher/Subject Area		9/16/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Villaron	School Counselor		9/16/15
Mauriciere deGovia	Superintendent		9/16/15
	Borough Field Support Center Staff Member _____		1/1/01
Julia Cruz	Other <u>Biilingual Staff</u>		9/16/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K073** School Name: **THOMAS BOYLAND**
Superintendent: **M. de GOVIA**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the time of registration, parents complete the HLIS which indicates parental language preference. They also indicate their language preference on the Emergency Contact card.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We have a total of 33 students on our current school roster. All students, but one, have parents with a preferred language of English. One student's parents prefer Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The student handbook, monthly calendars, and school specific announcements are translated into Spanish. All other DOE and NYSED mandated information and announcements are disseminated in English and Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal meetings include the following: parent-teacher conferences, Sep 17, Nov 4 and 5, Mar 2, and May 12; monthly coffee with the principal, the third Thursday of each month; monthly parent workshops and PTA meetings; weekly Tuesday after-school meetings with parents, and middle school transition meetings with the guidance counselor occurring during the time students apply for middle school.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Ms. Cruz, our family worker, is our designated staff Spanish translator who services the parents of the one student whose parents have a Spanish preference; she aids in translating school-specific documents. DOE mandated documents are extracted from the DOE website in Spanish. The Translation and Interpretation Unit are utilized on a need-only basis.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Ms. Cruz, our family worker, is our designated staff Spanish translator who services the parents of the one student whose parents have a Spanish preference. The Translation and Interpretation Unit will be utilized on a need-only basis.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During our scheduled professional development, focused on better addressing the needs of ENL students, we will review how to utilize translation services and the over-the-phone interpretation resource.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When parents walk through the front door, they are welcomed by a DOE welcome poster that greets them in various languages. At the school safety desk, there are also school created welcome posters in Spanish. Once in the main office, the Language ID guide offers parents the opportunity to identify their language preference. The Parent's Bill of Rights in both English and Spanish were disseminated at the start of the school year.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Through face to face discussion and parent surveys, we will receive feedback regarding the quality and availability of language services.