



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	14K110
School Name:	P.S. 110 THE MONITOR
Principal:	ANNA CANO AMATO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Monitor School School Number (DBN): 14K110
Grades Served: PreK - 5
School Address: 124 Monitor Street
Phone Number: 718 383 7600 Fax: 718 383 5053
School Contact Person: Anna Cano Amato Email Address: acanoam@schools.nyc.gov
Principal: Anna Cano Amato
UFT Chapter Leader: Dana Raciunas
Parents' Association President: Gretchen Baudenbacher
SLT Chairperson: Anna Cano Amato
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street, Brooklyn, NY 11206
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718-853-4236

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

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)
Anna Cano Amato	*Principal or Designee	
Dana Raciunas	*UFT Chapter Leader or Designee	
Gretchen Baudenbacher	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Michelle Mangiaracina	Member/Teacher	
Michele McLee	Member/Teacher	
Lisa Pezzella	Member/ Teacher	
Jason Booher	Member/ Parent	
Emmanuel Cris	Member/ Parent	
Christopher Lorenc	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Roman	Member/ Parent	
	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.

We at PS 110 are impassioned in our pursuit of educating the whole child. Our community embodies its mission, *Growing Hearts and Minds*, through the many unique initiatives that address the academic, social and emotional learning of its students.

We have implemented the *Ready Gen* Literacy Program by Pearson Learning and the *Go Math* Program by Houghton Mifflin. Both are aligned to the Common Core Learning Standards and prepare our students to become college and career ready. We further enhance literacy instruction through the use of balanced literacy components, as well as the use of Foundations Phonics in grades K-2. In math, we further enhance instruction through the use of performance based assessments, such as Math Exemplars. Both Science and Social Studies address the standards as well through the use of FOSS hands-on investigations in Science and trade books in Social Studies. All our students enjoy music, computer technology, Italian, and visual arts.

Through an analysis of the spring 2015 NYS ELA and Math assessments, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 37.4%. This was a decrease of 4.2 from the analysis of the 2014 scores. The percentage of students that achieved levels 3 and 4 in Math was 36.8%. This was a decrease of 7.6 from the analysis of the 2014 scores.

In reviewing our most recent Quality Review Report of 2013-2014 an area of improvement needed to be: Increase teacher understanding and use of data from common assessments to provide actionable feedback to students and make adjustments to meet all students' learning needs. Finally, an analysis of observations entered into Advance from the 2014-2015 school year, showed an improvement in component 3d -- Using Assessment in Instruction. It is clear, however, that in order to improve student performance, we will need to continue to improve in our assessment of our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In addition, student engagement, in general, will be a focus area as we continue to move our teachers from effective to highly effective.

Through the collaborative efforts of teachers, parents, and community organizations we have developed the following learning opportunities at PS 110: French Dual Language classes in grades K – 4, the addition of a fourth and fifth all day PreK, departmentalizing grades 3, 4 and 5 capitalizing on teacher expertise, providing art residencies for grades K – 5 which include: Mexican Folk Dance, Percussion, Musical Theater, (Young Audiences of NY) Ballroom Dancing, (Dancing Classrooms, Inc.) Shakespeare, (Theatre for a New Audience), Theater (Center for Arts Education) and Mark Morris Creative Movement, and providing Enrichment Clusters based on the Renzulli school-wide enrichment model.

We will continue to make use of our dance studio and fitness center. The dance studio and fitness center will enable PS 110 to continue educating the whole child as the space will allow for movement, dance, and yoga classes, as well as opportunities for cardio-vascular activity on the fitness equipment. The PS 110 community is delighted with this new environment as it continues growing the hearts and minds of its students through wellness activities.

We have also partnered with the following organizations to enhance instruction: Visual Thinking Strategies (VTS), where all students engage in rigorous discussions about works of art to develop critical thinking and communication skills, Cookshop for Children and Adults through the Food Bank of New York, Trout Unlimited, where our students conserve, protect and restore North America's coldwater fisheries and their watersheds, and the Greenpoint Monitor Museum, where our students learn about the Civil War and the role of Greenpoint in the building of the USS Monitor. We are particularly excited about our new collaboration with the National Wildlife Federation's Eco-Schools Program.

NWF's work is to promote environmental education, connect people with nature and raise awareness about the impacts to people and wildlife from climate change.

We are in Year 4 in implementation of *The Leader in Me*, a transformative model of leadership based on Stephen Covey's *7 Habits of Highly Effective People*. Through this process students learn how to discover their leadership potential both academically and social-emotionally. We expect that our students will take charge of their own learning. In so doing, all students create Leadership Notebooks. The creation of the notebooks provides a tool by which the students can assess their progress in completion of their goals, as well as celebrate their successes. The process has created a commonality of vocabulary and a like-minded culture.

Our after school program, sponsored by the North Brooklyn Development Cooperation, provides a seamless transition from classroom to after school. Once again, in addition to their rich programming, they will also provide the academic support to those students in grades 3, 4, and 5 who will be taking the NYS tests following the scope and sequence that our after school program provides. We also hope that they will also provide our students with arts opportunities through a CASA grant awarded to PS 110 through the efforts of Councilmember Stephen Levin. We have also partnered with the following organizations to provide after-school programming: the YMCA, ArtBox, Eckford Street Studio, Wingspan, and Education Francaise a New York.

Several events have come to embody the PS 110 spirit. These include: our Night of the Arts, where our students showcase their arts residencies, our Walk-a-thon, where our PS 110 community walks together to raise funds for the arts, our McGolrick Park Partnership, where our students are involved in caring for their park through raking, planting, seeding and composting, and Green Science Week, where, in partnership with the ExxonMobil Corp. and Broadway Stages, we promote STEM learning through scientifically fun endeavors, which have included chemical science experiments with Mad Science, planting with the Queens Botanical Gardens, studying live animals with the Alley Pond Environmental Center, and forecasting the weather with "Schmittie, the Weather Dog."

PS 110 clearly understands that, for every program which helps the child find a voice and be engaged within the school community, there is a real world applicability and understanding that is impressed on the child which prepares him/her to be a productive, active and interested member of his/her community.

These many initiatives and events are made possible through the efforts of our parents and Parent Coordinator, Tara Atson, whose collaborative efforts are key to our educating the whole child. Parents have created various committees which help to provide much needed resources. These committees include: Advocacy, Audit, Budget, Cultural Diversity, Fund-raising, Grants, Marketing and Outreach, Merchandising, Tours, Website, Wellness,

and the Events Committees. The Grants Committee recently coordinated efforts for the procurement of SMARTboards through the Participatory Budgeting process in Councilmember Steve Levin's district. The Wellness Committee recently effectively introduced the NYC DOE Alternative Menu. Family engagement is further enhanced through Family Mondays, when parents come to volunteer in their children's classes or share their expertise, and our morning Adult ESL classes for those in the community learning English as a Second Language. In addition to our monthly PTA meetings after morning drop-off, we hold a Family Night pot-luck dinner the same evening to engage parents who are unable to attend the morning meeting and bring families together over the bonding of shared food and school news.

One of the challenges we have faced in the past few years has been the result of the shifting population of the surrounding community. We are highly cognizant of the need to unify the school community in all its facets. For example, with the introduction of the French Dual Language program, we have worked to ensure that PS 110 is a community where all stakeholders work together for all our students.

An additional challenge that we have faced is meeting the needs of our higher achieving students. We have strived to meet these needs through differentiated instruction and Enrichment Clusters based the Renzulli Schoolwide Enrichment Model. We need to continue to address this challenge with additional modes of instruction, such as project-based learning through the use of Independent Investigation Method, and our skills period.

PS 110 truly believes in *Growing Hearts and Minds*. As a result of our rigorous curricula and learning initiatives, which address the needs of the whole child, comes the positive rippling effect that it has for the community on a larger scale. The school was recognized for its efforts in 2011 when it became the recipient of the NYS ASCD *Educating the Whole Child in the 21st Century* award, the first New York City Public School to receive this distinction. The NYS ASCD recognized our abilities in providing a healthy, safe, engaging, supportive, and challenging school environment. Parents can be sure that their children are being nurtured in an environment that truly provides for their academic, social, and emotional learning.

14K110 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	400	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		1.6%	% Attendance Rate	94.2%
% Free Lunch		43.7%	% Reduced Lunch	9.1%
% Limited English Proficient		12.8%	% Students with Disabilities	14.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.3%	% Black or African American	6.7%
% Hispanic or Latino		27.7%	% Asian or Native Hawaiian/Pacific Islander	3.2%
% White		59.2%	% Multi-Racial	1.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	7.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		41.6%	Mathematics Performance at levels 3 & 4	44.4%
Science Performance at levels 3 & 4 (4th Grade)		92.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	X
Focus District		X	Focus School Identified by a Focus District	
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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		NO	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	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		NO	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	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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>Through an analysis of the spring 2015 NYS ELA and Math assessments, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 37.4%. This was a decrease of 4.2 from the analysis of the 2014 scores. The percentage of students that achieved levels 3 and 4 in Math was 36.8%. This was a decrease of 7.6 from the analysis of the 2014 scores.</p> <p>In reviewing our most recent Quality Review Report of 2013-2014 an area of improvement needed to be: Increase teacher understanding and use of data from common assessments to provide actionable feedback to students and make adjustments to meet all students’ learning needs. Finally, an analysis of observations entered into Advance from the 2014-2015 school year, showed an improvement in component 3d -- Using Assessment in Instruction. It is clear, however, that in order to improve student performance, we will need to continue to improve in our assessment of our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In addition, student engagement, in general, will be a focus area as we continue to move our teachers from effective to highly effective.</p> <p>In addition, an analysis of our 2014-2015 School Survey yielded the following findings with regards to parental responses to Rigorous Instruction: How do parents feel about the school’s curriculum, instruction, and assessment practices:</p>		

How satisfied are you with the following? (Parents)

- the education my child has received this year. Above average (above the 95th Percentile)

It is clear then, that in order to inform instruction more effectively, we will need to assess our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In turn, as we collaboratively create systems to improve our instructional practices trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QI 1.1, 1.2, 1.3, 2.2, 3.4, 5.1)

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, M measurable, Achievable, Relevant, and Time-bound.

By June 15, 2016, 100% of the teaching staff will receive continuous professional learning centered on the topic of student engagement during Monday Professional Learning Communities.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Utilize our Monday Professional Learning Community (PLC) to closely analyze student engagement through activities, such as:</p> <ul style="list-style-type: none"> • Read and discuss professional journal articles • Develop a clearer and deeper understanding of student engagement 	<p>Classroom Teachers Cluster Teachers ENL Teacher</p>	<p>September 2015 – June 2016</p>	<p>PLC Committee Teaching Staff Administration</p>

<p>Participate in teacher teams engaging in inquiry to:</p> <ul style="list-style-type: none"> • Understand the facets of student engagement • Plan for better student engagement opportunities • Deliver better student engagement opportunities • Analyze student work to adjust teaching practice and instructional planning <p>Adjust instructional practices to reflect data from the analysis of student engagement studies</p>			
<p>Create and utilize a protocol for looking at student work</p> <ul style="list-style-type: none"> • Protocol will reflect: <ul style="list-style-type: none"> o High, Middle, Low 1/3 of students o Novice, Apprentice, Practitioner, Expert Level of Performance 	<p>Classroom Teachers Cluster Teachers ENL Teacher</p>	<p>September 2015 – June 2016</p>	<p>PLC Committee Teaching Staff Administration</p>
<p>Engage in collaborative conversation on grade and across grades looking at specific examples of student work utilizing the determined protocol</p>	<p>Classroom Teachers Cluster Teachers ENL Teacher</p>	<p>September 2015 – June 2016</p>	<p>PLC Committee Teaching Staff Administration</p>
<p>Determine next steps for instruction – whole group, small group and individual based on the analysis of student work through the use of the protocol</p> <ul style="list-style-type: none"> • Make specific plans for screening/continued screening and tiered instruction and 	<p>Classroom Teachers Cluster Teachers ENL Teacher</p>	<p>September 2015 – June 2016</p>	<p>PLC Committee Teaching Staff Administration</p>

<p>interventions for students as required by New York State’s implementation of Response to Intervention (RtI)</p> <ul style="list-style-type: none"> • Utilize Universal Design for Learning to provide multiple points of entry when creating lesson plans and providing instruction • Create lesson plans, both unit and individual plans, based on analysis of student work • Utilize a school-wide RtI plan for each student’s academic intervention needs in literacy and math <p>Share lesson plans, unit plans, rubrics, and curriculum maps on grade/across grade</p>			
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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.											
Borough Field Office Personnel, Superintendents’ Staff,											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is the analysis of surveys and the sharing of academic growth through our PLC Mondays that will be taken into account progress towards highly effective student engagement.
The time frame for mid-point progress monitoring activities will be the last week of February 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 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.	HE
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.	HE
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>An analysis of our 2014-2015 School Survey yielded the following findings with regards to parental responses to Supportive Environment: Do parents feel the school creates a culture that encourages students to support one another and provides for their social and emotional growth?</p> <ul style="list-style-type: none"> How many of the students in your child’s class(es) <ul style="list-style-type: none"> feel it is important to come to school? 42% All; 24% Nearly All feel it is important to pay attention in class? 43% All; 19% Nearly All think doing homework is important? 42% All; 17% Nearly All try to get good grades? 43% All; 15 % Nearly All <p>The Quality Review Report for 2013-2014 yielded the following findings, with respect to Indicator 1.4 – Structures for a positive learning environment, inclusive culture, and student success:</p> <p>The school has created a safe and respectful environment, conducive to learning and collaboration, where students receive support in their personal and academic development. Parents, students, and teachers say the school is welcoming and inclusive. Families also say they are valued and invited to participate in the school’s life by volunteering</p>		

in the classrooms, the school library, or to work on various committees. The school has also adopted the 7 Habits of Happy Kids and Effective People, the core of the Leader in Me program, that are intentionally implemented across grade levels in support of the academic, social, and emotional growth of all students, with a purpose of maintaining a trusting and safe school environment. Additionally, parent and student interviews revealed that teachers and leaders embed habits like

- be proactive” and “have a plan” in daily lessons, thus providing common language for discussing responsibilities and strategies to meet the academic and social and emotional challenges.

This data clearly exemplifies that we are on the right track, with room for improvement. This continued improvement will continue to address the Academic and Personal Behaviors of Persistence, Engagement, Work Habits/Organizational Skills, Communication/Collaboration Skills, and Self-Regulation, all of which align to Stephen Covey’s 7 Habits of Highly Effective People: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand, then to Be Understood, Synergize, and Sharpen the Saw. These habits provide our framework for our work with *The Leader in Me* process. It is evident then that our students need to continue to reflect on their work products and habits based on their understanding of their academic and personal behaviors required for success as they learn content by engaging with standards-aligned curricula in all content areas.

In turn, as we collaboratively work to address the social emotional learning (SEL) of our school community, trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QI 1.1, 1.2, 1.4, 3.4, 4.2)

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 15, 2016, 100% of the teaching staff will promote our school vision of *Growing Hearts and Minds* through effective academic and personal behaviors of our students, utilizing *The Leader in Me*, which will result in decreased referrals.

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>Provide continued professional development for the administration during the school year</p>	<p>Administration</p>	<p>September 2015 – June 2016</p>	<p>, Franklin Covey Staff Developer, Coach, and Support Staff</p>
<p>Provide continued professional development for the school staff during the school year</p>	<p>School Staff</p>	<p>September 2015 – June 2016</p>	<p>, Franklin Covey Staff Developer, Coach, and Support Staff</p>
<p>Provide continued professional development for the Lighthouse Team, comprised of seven members: Principal, Assistant Principal, Guidance Counselor, General Ed. Teacher, General Ed.</p>	<p>Lighthouse Team</p>	<p>September 2015 – June 2016</p>	<p>, Franklin Covey Staff Developer, Coach, and Support Staff</p>

<p>Teacher, Special Education Teacher, Special Education Teacher</p>			
<p>Utilize the Facilitation Team, comprised of three members (Guidance Counselor, General Ed. Teacher, Special Ed. Teacher) to provide needed “booster shots” throughout the year</p> <p>Utilize the Facilitation Team to strengthen the parental component of TLiM through seminars and the formation of a Parent Lighthouse Team</p> <p>Create a Junior Lighthouse Team comprised of students in grades 3-5 that will help to develop activities and events to further develop and strengthen understanding and use of the 7 Habits</p> <p>Create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following components:</p> <ul style="list-style-type: none"> → My Self → My Goals → My Progress → My Leadership Roles → My Celebrations 	<p>Teaching Staff</p> <p>Parents</p> <p>Junior Lighthouse Team</p> <p>Students K-5</p>	<p>September 2015 – June 2016</p>	<p>Franklin Covey Staff Developer, Coach, and Support Staff</p> <p>Facilitation Team</p> <p>Junior Lighthouse Team</p> <p>Teaching Staff</p>

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>
<p>Administration, School Staff, Parents, Franklin Covey Staff Developer, Coach, and Support Staff; Schedule reflecting Departmentalization, Skills Period, Common Preps; Use of per diem/per session funding</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	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.

The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is the *Path to Lighthouse Self-Evaluation Checklist* (9 Criteria utilized as a school to track leadership growth).

The timeframe for mid-point progress monitoring activities will be the last week of February 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.	HE
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>An analysis of our 2014-2015 School Survey yielded the following findings with regards to teacher responses to: Collaborative Teachers: Do teachers feel that the school fosters a commitment to student success, school improvement, and continuous professional learning within a culture of respect?</p> <ul style="list-style-type: none"> Teachers at this school <ul style="list-style-type: none"> design instructional programs together 66% Strongly Agree; 24% Agree Overall, my professional development experiences this school year have <ul style="list-style-type: none"> been sustained and coherently focused, rather than short-term and unrelated. 32% Strongly Agree; 39% Agree included opportunities to work productively with <ul style="list-style-type: none"> colleagues in my school. 39% Strongly Agree; 43% Agree 		

The Quality Review Report for 2013-2014 rated QI 4.2 a proficient: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, while noting that –

Teachers collaboratively craft teaching and learning points, identify gaps, and plan strategies to engage students in learning, thus working toward the school's goal to improve student academic achievement. Consequently, all teachers have planned and structured opportunities to advance their professional capacity along with working on the improvement of academic tasks, demonstrating impact by students' increased ability to cite evidence from the text when discussing or writing about tasks.

It is evident then that continued progress is needed in creating systems which allow for teacher collaboration and professional growth so as to ensure that all students are being taught by highly qualified teachers. In turn, as we collaboratively create systems to improve teacher collaboration and professional growth, trust among all stakeholders

is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QI 1.1, 1.2, 1.4, 3.4, 4.2, 5.1)

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–Collaborative Teachers. 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 15, 2016, 100% of the teaching staff will use each common prep period, teacher team meeting and the contractual time set aside for designated professional learning so as to strengthen their professional practice as measured by teacher reflections.

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>Create a Professional Learning Committee who will:</p> <ul style="list-style-type: none"> • create a survey to determine Professional Learning needs among the teaching staff • administer the survey • tabulate survey results • create a PLC calendar of learning opportunities for the staff based on need 	<p>Teaching Staff</p>	<p>June 2015-June 2016</p>	<p>June 2015-June 2016</p>

<ul style="list-style-type: none"> • determine who will deliver the weekly PD • coordinate PD activities among the teaching staff • administer the weekly Exit Slip • review the weekly Exit Slips to monitor teaching staff growth and concerns • conduct periodic meetings of the Professional Learning Committee to discuss: <ul style="list-style-type: none"> ○ PLC topics ○ teacher growth and concerns 			
<p>Create an Instructional Cabinet comprised of Grade Leaders who will:</p> <ul style="list-style-type: none"> • meet every two weeks to discuss instructional matters which affect the school community • disseminate information to their team members bring educational issues and concerns to the cabinet 	Teaching Staff	September 2015 – June 2015	Administration Grade Leaders
<p>Create a Prep Schedule which allows for both horizontal and vertical planning time for the teaching staff, which will provide them with the opportunity to:</p> <ul style="list-style-type: none"> • discuss learning goals • analyze student data • create lesson plans, which reflect adjustments to instruction based on 	Teaching Staff	September 2015 – June 2016	Administration

analysis of data, as well as differentiated instruction to meet the needs of all our students refine their teaching			

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.											
Administration, Teaching Staff, Borough Field Office Personnel, Superintendents’ Staff											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	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.
The mid-point benchmark we will utilize to indicate school progress towards meeting this specified goal will be a Mid-point Reflection on areas covered and topics still needing attention.
The timeframe for mid-point progress monitoring activities will be the last week of February 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 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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
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.	€
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).	€
<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>Developing</u> and <u>Ineffective</u>. 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>Through an analysis of the spring 2015 NYS ELA and Math assessments, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 37.4%. This was a decrease of 4.2 from the analysis of the 2014 scores. The percentage of students that achieved levels 3 and 4 in Math was 36.8%. This was a decrease of 7.6 from the analysis of the 2014 scores.</p> <p>In reviewing our most recent Quality Review Report of 2013-2014 an area of improvement needed to be: Increase teacher understanding and use of data from common assessments to provide actionable feedback to students and make adjustments to meet all students' learning needs. Finally, an analysis of observations entered into Advance from the 2014-2015 school year, showed an improvement in component 3d -- Using Assessment in Instruction. It is clear, however, that in order to improve student performance, we will need to continue to improve in our assessment of our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In addition, student engagement, in general, will be a focus area as we continue to move our teachers from effective to highly effective.</p>		

Finally, an analysis of our 2014-2015 School Survey yielded the following findings with regards to teacher response to Effective School Leadership: How do teachers feel about the school leadership's ability to develop a climate of inclusiveness, inspire staff and students with a clear vision for student achievement, and seek input of all members of the school community?

- The principal at this school
- makes clear to the staff his or her expectations for 62% Strongly Agree; 24% Agree

meeting instructional goals.

- communicates a clear vision for this school. 69% Strongly Agree; 21% Agree
- understands how children learn. 76% Strongly Agree; 10% Agree
- sets high standards for student learning. 76% Strongly Agree; 21% Agree
- sets clear expectations for teachers about implementing

what they have learned in professional development. 66% Strongly Agree; 17% Agree

- carefully tracks student academic progress. 66% Strongly Agree; 17% Agree
- knows what's going on in my classroom. 55% Strongly Agree; 28% Agree
- participates in instructional planning with teams of teachers. 50% Strongly Agree; 32% Agree

It is clear then, that in order to improve student performance, we will need to improve instructional practices through better observation and actionable feedback with regards to teachers' instructional practice.

In turn, as we collaboratively work to improve the craft of teaching, we will strengthen our instructional practices so as to ensure that all students are being taught by highly qualified teachers. Trust among all stakeholders will become stronger as well. (QI 1.1, 1.2, 2.2,4.1, 4.2, 5.1)

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 15, 2016, implement the 2015-2016 NYC DOE Framework for Great Schools and focus all school-wide work on Quality Review Indicators 1.2, 4.1 and 4.2, informed by the *Danielson Framework for Teaching*, specifically components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e as measured by the Principal Performance Review.

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>Provide continued opportunities for the Principal and Assistant Principal to strengthen and deepen understanding of Advance and Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching and its selected components for use by the DOE through PD provided by the Talent Coach, Achievement Office</p>	<p>Principal Assistant Principal</p>	<p>September 2015 – June 2016</p>	<p>Teacher Evaluation and Development</p>
<p>Provide additional staff development during Monday PLC with Administration and/or support personnel</p>	<p>Teaching Staff</p>	<p>September 2015 – June 2016</p>	<p>Teacher Evaluation and Development,</p>

<ul style="list-style-type: none"> • Provide each staff member with discussion opportunities to strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of the Danielson framework • Provide each staff member with the elements of the selected components, as well as indicators • Provide each staff member with the rubric assigned to each component • Provide each staff member the opportunity to self-assess on the selected components of the Danielson rubric 			

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 Administration, Borough Field Office Personnel, Superintendents' Staff											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.
The mid-point benchmark we will utilize to indicate school progress towards meeting this specified goal is a created checklist based on the actionable feedback that will be created so as to track subsequent observations for evidence of improvement.
The timeframe for mid-point progress monitoring activities will be the last week of February 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 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.	HE
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.	HE
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.	E
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.	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>An analysis of our 2014-2015 School Survey yielded the following findings with regards to parental responses to Strong Family-community Ties: How do parents feel about communication with school staff and the school’s efforts to engage parents as partners in their child’s education?</p> <ul style="list-style-type: none"> How much do you agree with the following statements? School staff regularly communicate with parents/guardians about how staff can help students learn. 41% Strongly Agree; 38% Agree School staff tell families what the staff needs to advance the school's mission. 44% Strongly Agree; 41% Agree Parents/guardians are invited to visit classrooms to observe instruction. 37% Strongly Agree; 39% Agree 		

- Parents/guardians are greeted warmly when they call or

visit the school. 49% Strongly Agree; 40% Agree

- Teachers work closely with families to meet students'

needs. 49% Strongly Agree; 40% Agree

- Teachers communicate regularly with parents/guardians. 50% Strongly Agree; 40% Agree
- School staff encourage feedback from parents/guardians

and the community. 41% Strongly Agree; 44% Agree

- Teachers try to understand families' problems and

concerns. 44% Strongly Agree; 42% Agree

Clearly, there is room for improvement as we continually strive to strengthen the home-school partnership. It will be through this stronger home-school partnership that trust among all stakeholders will become stronger as well, as we all work towards ultimate goal of improving student outcomes. (QI 1.4, 3.4)

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, M measurable, Achievable, Relevant, and Time-bound.

By June 15, 2016, arrange and make available regular family engagement/community organization activities, which include but are not limited to conferences, workshops, volunteering, school-wide celebrations and events, residencies and community partnerships so participation of parents (family members)/guardians increases by 10%

Include a description of the strategies for recruitment, retention, assignments and support that includes high quality professional development that ensures that staff is highly qualified.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Utilize the Parent Coordinator to continue to engage and involve parents (family members)/guardians in the school community by working with school administration, staff, PTA, community and OST providers</p> <p>Invite parents/guardians to September Curriculum Night to meet with their children’s teachers and learn of the</p>	<p>Parents, Guardians, Community Members</p>	<p>August 2015 through June 2016</p>	<p>Parent Coordinator, Administration, School Staff, PTA, SLT, Committee Chairs</p>

expectations for the new grade

Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line on the school website and Facebook, as well as

e-mail blasts

Provide on-going support for ELL parents through translation of materials and translation services at meetings and events

Provide ENL morning classes for adults five times a week

Invite and provide training for parents (family members)/guardians to become volunteers and donate their time and talents to our school community

Create Family Night once a month to promote family involvement in both academic and social activities

Create Family Friday mornings to promote family involvement in the classroom

Provide workshops for parents (family members)/guardians on navigating and understanding the use of data available through the DOE website

Conduct workshops by staff in Literacy and Mathematics

standards and test preparation

Invite parents (family members)/guardians to serve on committees and volunteer for events, such as Fall Fest, Holiday Craft Fair, March Book Fair, Spring Fest/ Walk-a-thon

Invite parents (family members)/guardians to chaperone class trips and to attend class publishing parties

Invite parents (family members)/guardians to participate in Cookshop Adults, sponsored by the Food Bank for NY

Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters

Encourage parents (family members)/guardians to become members of the PTA and SLT

Conduct PTA meetings both in the morning and evening to ensure greater parent (family member)/guardian participation

Encourage the use of the Parent Library in the PTA room, which provides parental resources, as well as library books to be shared at home

Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure

<p>appropriate quality and quantity of resources are available to the school community</p> <p>Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community</p> <p>Continue to collaborate with community organizations so as to provide quality programming for our school community</p> <p>Continue our Marketing/Outreach Committee composed of family members/guardians and staff to publicize and promote school-wide initiatives and events</p> <p>Continue our Fund-raising/Grant Writing Committee composed of family members/guardians and staff to secure additional funding for the school community</p> <p>Continue our Website/Merchandising Committee composed of family members/guardians to keep families informed as to school happenings and promote the school</p> <p>Expand our Wellness Committee</p>			

Include a description of the strategies for recruitment, retention, assignments and support that includes high quality professional development that ensures that staff is highly qualified.

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.											
Administration, School Staff, Parent Coordinator, PTA, SLT, Committee Chairs											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is an analysis of: <ul style="list-style-type: none"> • Attendance sheets for PTA meetings, school events, trips, assembly programs, workshops • Evaluation of workshops <p>The timeframe for mid-point progress monitoring activities will be February 2016.</p>
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)	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, published pieces, reading levels	Guided Reading, Strategy Lessons, One-on-One Conferencing, Word Work, Interactive Reading and Writing, Shared Reading, Phonemic/Phonics/ Decoding, Fluency, Vocabulary work	Small group, one-to-one	During the school day After school
Mathematics	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, performance-based assessments	Guided Math, Strategy Lessons, One-on-One Conferencing	Small group, one-to-one	During the school day After school
Science	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, inquiry based projects	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day After school
Social Studies	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, inquiry based projects	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day After school
At-risk services (e.g. provided by the Guidance Counselor,	Student Needs, Parental Requests	Individual Counseling, Group Counseling – Use of hands-on activities	Small group, one-to-one	After school

<i>School Psychologist, Social Worker, etc.)</i>	Teacher Recommendations PPT Team Recommendations			
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).
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4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	\$0.00		
Title I School Improvement 1003(a)	Federal	\$0.00		
Title I Priority and Focus School Improvement Funds	Federal	\$0.00		
Title II, Part A	Federal	\$0.00		
Title III, Part A	Federal	\$11,200	X	18, 21
Title III, Immigrant	Federal	\$0.00		
Tax Levy (FSF)	Local	\$1,832,367	X	14, 18, 21, 24, 28

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 110, The Monitor School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 110, The Monitor School]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[PS 110, The Monitor School] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

• 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;
- using Communication Folders (Grades PreK-5) and Academic Planners (Grades 3-5) to keep parents/guardians informed as to their children's academic responsibilities, academic and social/emotional needs, and academic progress;
- providing workshops on The Leader in Me, the transformative model for building leadership potential in each of our students based on Stephen Covey's 7 Habits of Highly Effective People;
- creating a Parent Lighthouse Team that will serve to further educate and empower parents in TLiM
- providing workshops on topics, which include, but are not limited to, the Common Core Learning Standards, the NYS Standardized Assessments, the NYSESLAT Assessment;
- communicating via technology: school website, school Facebook page, e-mail blasts.

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;

• **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;

- **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;
- create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following sections:

- My Self

- My Goals

- My Progress

- My Leadership Roles

- My Celebrations

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 110</u>	DBN: <u>14K110</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>46</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <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: _____ In order to reduce the number of our Level 1 and 2 ELL students and, as well as to provide for our beginning and intermediate students, we at 14K110 have decided to use the majority of our Title III funds to provide direct instruction through an After School program and Saturday Academy for our English Language Learners in grades K to 5.

After School Program: For grades K-5, this intervention will be Wednesdays and Thursdays from 2:30 to 4:00 for a total of 21 hours, or 14 sessions, beginning February 4, 2015 and ending April 1, 2015. The After School program will be comprised of no more than 20 students per class.

The Saturday Academy will consist of 4 sessions: March 7th, 14th, 21st 28th, 2015. The sessions will begin at 9:00AM and end at 12:00PM.

Instruction will be conducted by four teachers with ESL experience, one of whom holds an ESL license.

The ESL teacher will rotate co-teaching among 3 content teachers. Grades K-2 will utilize an oral language intervention program published by Rourke Classroom Resources, in addition to the Wilson Foundations Program and the Leapfrog Program. Grades 3-5 will utilize NYSESLAT Preparation materials, as well as the EngageNY modules. This year again we will utilize the Visual Teaching Strategies program that uses art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills.

As part of our Leader in Me program we will integrate the 7 habits into the academic and personal behaviors of our students.

A supervisor will be funded after school and Saturday, since this is the only supplementary program at the school, as noted on Part E budget narrative.

Part C: Professional Development

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

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

Begin description here: _____ This year our Professional Development Program will again be comprised of VTS sessions with Gretchen Baudenbacher, our Visual Thinking Strategies Trainer. These sessions will take place during the school day in-house for our teachers in our Title III program on Fridays during the month of January. The sessions will focus on improving teacher instruction in developing in our students their receptive/expressive language skills, writing skills, and critical-thinking skills, and will be provided by the Visual Thinking Strategies Consultants. The topics will include: Designing Coherent Instruction, Using Questioning and Discussion Techniques and Using Assessment in Instruction.

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: _____ The parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs are:

The Leader in Me Parent Seminars: December 2nd, 9th and 15th from 2:45 until 3:30

These seminars will be conducted by our TLIIM facilitators: Barbara Morales, Allison Fazio, and Michele McLee. The focus will be on the 7 Habits of Highly Effective People and how they impact the academic and social/emotional behaviors of all students.

The rationale for this workshop is to educate parents as to how they can effectively foster their children's engagement and motivation as they work toward their academic successes.

April 2015 (Dates TBD) -- NYSESLAT Mornings 9:00-10:00AM

2 sessions will be conducted by Dana Raciunas, our ESL teacher. The rationale for this workshop is to educate parents as to the NYSESLAT and its four components. The sessions will include the opportunity for parents to take part in a mock assessment similar to the grade level of their children.

The parents will be notified via flyers backpacked home, as well as our school website and our Parent Coordinator's weekly e-mails.

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 	<u>\$7914</u>	<u>After-school Program</u> <u>Teachers: 4 tchrs x 14 sessions x 1.5 hrs. x \$51.51 = \$4327</u> <u>Supervisor: 1 x 14 sessions x 1.5 hrs x \$52.52 = \$1103 (This will be our only after-school program to address the needs of our ELL's)</u> <u>Saturday Academy</u> <u>Teachers: 3 tchrs x 4 sessions x 3 hrs. x \$50.19 = \$1855</u> <u>Supervisor: 1 x 4 x 3 x \$52.52 = \$630.24</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$3286</u>	<u>VTS Professional Development - series of workshops through the Visual Thinking Strategies providers</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	<u>11200</u>

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 14	Borough Brooklyn	School Number 110
School Name The Monitor School		

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 Anna CanoAmato	Assistant Principal Anna Rocchio
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Dana Raciunas	School Counselor Barbara Morales
Teacher/Subject Area Patricia O'Sullivan	Parent Gretchen Baudenbacher
Teacher/Subject Area Lisa Pezzella	Parent Coordinator Tara Atson
Related-Service Provider Lynda Brock	Borough Field Support Center Staff Member C. Holmes
Superintendent Alicja Winnicki	Other (Name and Title) type here

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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
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 <u>not</u> currently teaching in the ENL program	3	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)	361	Total number of ELLs	45	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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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"/>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): French
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	2	1	1	1	1									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	45	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	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	0	0	0	0	0	0	0	0	0
DL	18	0	0	0	0	0	0	0	0	0
ENL	24	0	0	3	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	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																
French	13	35	1	25	3	16	0	22	1	20									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

* 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): <u>40</u>	Number of students who speak three or more languages: <u>12</u>
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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	1	1			2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2		4	1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	5	2	4		1									0
Albanian														0
Other														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	1	0	2	0	0								0
Emerging (Low Intermediate)	3	0	1	0	0	0								0
Transitioning (High Intermediate)	6	0	1	1	1	1								0
Expanding (Advanced)	8	5	5	1	2	2								0
Commanding (Proficient)	8	6	3	1	3	3								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	0	0								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		6	3	1	5	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	2	0	0
4	3	1	1	0	0
5	5	1	0	0	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	1	0	4	1	0	0	0	0	0
4	1	1	2	0	2	0	0	0	0
5	6	0	0	0	0	0	0	0	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	0	0	0	3	0	3	0	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
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.
 Our school uses Teachers College Reading Assessments to assess ELLs early literacy skills. This data indicates that although many ELLs have literacy skills in their native language, their English language structures need to be enhanced in order to continue their growth in the English language. For example, while they are transferring word attack skills from their native language to English, their fluency and expressive language must be developed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL data has revealed thus far for new admits: 1 2nd grade student entering, 22 Kindergarten students at the following levels: 5 emerging, 5 transitioning and 12 expanding. The NYSITELL data reveals at this juncture that the majority of entering Kindergarten students are at the expanding level and therefore the additional supports which will be provided will enable them to achieve commanding.

 The NYSESLAT data has revealed that 18 students scored at the commanding level, 22 students achieved expanding level, 4 students scored at the transitionong level and 4 scored at the entering level. The data patterns across proficiency levels and grades reveal that our ELLs' greatest need is in the reading and writing modalities. The patterns across the four modalities will be instrumental in our instructional decisions. For example, since the majority of our ELLs' greatest need is in reading and writing, we will endeavor to emphasize skills needed for growth through: shared reading, interactive writing, and guided reading, which are components of the Balanced Literacy program and are built into our new Literacy program-Ready Gen. In addition, strategy lessons in reading and writing will also be employed to further individualize instruction and assist our students. A skills period built into the schedule also allows for greater differentiation of instruction based on the particular needs of students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool provides data that is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. Additionally the tool can be used to (1) identify trends/pockets of success, and (2) investigate the instructional and programmatic differences between groups of students who consistently progress toward proficiency and those who do not. Best practices can be identified, documented and shared across schools. This follows an inquiry approach to investigating student achievement. As our ELL students are struggling to achieve the AMAO 1 and AMAO 2 targets, analysis of patterns emerging across NYSESLAT modalities of reading/writing and listening/speaking affect instructional decisions by individual classroom teachers and are discussed at grade level conferences, as well as Inquiry Team meetings. The patterns indicate that oral expression and vocabulary development affect students' writing proficiency, as well as their ability to acquire content area material.

ELLs' English language growth is a result of an English immersion model. In addition to classroom and targeted ESL instruction, students who participate in before/after school programs, Saturday Academies, recreational and extra ELL support programs acquire proficiency at quicker rates.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. ELL students continue to show progress and growth in the development and acquisition of the English language. 18 students achieved a commanding level on the NYSESLAT. All other students also made gains in their language proficiency. Only an early childhood SWD struggled to make progress.
 - b. The school leadership team and teachers utilize the ELL periodic assessments to help them determine the highest areas of need for each student, as well as all areas of progress and need. Instructional activities are formulated to help ELLs practice and grow in areas of language needs
 - c. The periodic assessment has helped to substantiate knowledge of skills ELLs need to continue to acquire. Academic vocabulary and scaffolding for upper grade subject area concepts need to continue during instructional periods for ELLs. The home language is used to translate key vocabulary and key concepts with dictionary use as well as partnering with students of similar language backgrounds.
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](#).] As described in the RtI Guide for Teachers of ELLs we have instituted the following RtI structures during our skills period: Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies. Data from formative and summative assessments is utilized to inform RTI instruction. Students are grouped by need based on formative/summative assessments, which informs instruction. These groups remain fluid as the students are continually assessed and grouped according to the new analysis of data.
:
6. How do you make sure that a student's new language development is considered in instructional decisions?

Performance indicators for each modality mapped to five levels of language progression that demonstrate how ELLs at each of the five levels can meet the Common Core Standard for their grade level text with appropriate supports with embedded teacher supports. Linguistic demands for each level and each grade level are considered and taken into account during planning and delivery of instruction. Teachers identify linguistic demands, that is they identify words, phrases and forms of language that ELLs will need to understand and use in order to meet the Common Core Standard. Early literacy is developed simultaneously in English and French in the dual language program. The Bilingual progressions are used to design instruction. The development of academic language rests on content area texts. Teachers will target grade appropriate texts and develop strategies to provide multiple points of entry for their students. The teachers will use the progressions to plan and assess the language using the following strategies: differentiate linguistic scaffolds that students will require, determine the specific scaffolds that target the content-area demands, develop formative assessments according to levels, and develop specific language objectives. Content area lessons are delivered in the home language and repeated in English, so that each student understands the content material and does not miss any content instruction due to language deficits.
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?
 - a. English-proficient students are assessed in their target language utilizing materials purchased for French language assessment, GBTrousse, (published by Beauchemin). It is similar to that of a Fountas and Pinnel independent reading assessment both in fiction and non-

fiction text.

b. Currently 70% of the EPs are achieving levels 3 and 4 in the target language, according to the GBTrousse assessment.

c. The level of language proficiency in the target language varies both on grade and across grades depending upon the successful language acquisition of individual students. The analysis of the data indicates that 61% of the EPs achieved proficiency on the state math assessment. 38% of EPs achieved proficiency on the ELA, which are scores of level 3 and 4.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

As a school community we consistently look at data both vertically and horizontally during both grade conferences and in our professional learning community which then continually informs our instruction. This data includes the NYS School Report Card. Upon analysis of the data, we evaluate the success of the ELL programs as we determine ELLs meeting AYP.

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.

: Upon registering a new student, the ENL teacher interviews both the parent and the student to determine the language proficiency of the student. If the parent requires a translator, then Ms. Kaluza or Ms. Isaakssen, both certified teachers and fluent in Polish, serve as Polish translators. Ms. Morales speaks Spanish and is trained in the interview process of incoming students. Ms. Sutton, the French dual language teacher, serves as the French translator. During this process, the pupil Accounting Secretary distributes the Home Language Identification Survey (HLIS) to the students' parents/guardians, and it is filled out by the parent and the assistance of the pedagogues. The HLIS is a Home Language Identification Survey in which parents answer questions on the amount of another language spoken, understood or exposed to by the new student being registered. A student is considered to have a home language other than English when (1) one question on HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English. Thus, the home language is determined based on the combination of the interviews with the parent and the student, and responses to the questions on the HLIS. The informal interview is conducted by teachers trained in cultural competency, language development, and the needs of English language learners. Based on the information on the HLIS, that is, if there is another language as indicated by the OTELE and the interview indicated that the child speaks another language, the ENL teacher administers the NYSITELL, within 10 school days of the child's admittance. Spanish-speaking students are administered a Spanish LAB-R within the required 10 day window by Barbara Morales. In addition, monthly admission and discharge reports are generated and copies are given to the ENL teacher to update records and administer the NYSITELL to newly admitted students.

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).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. During the interview process, a student's educational history is examined through a review of prior school attendance and work samples to determine a student's level in his/her home language and math ability. A student's academic history is also examined to determine whether formal education was interrupted. If so, the student is treated as a SIFE. Then we proceed with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

We then follow the SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

After a determination of SIFE status, the initial SIFE status will be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

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).

A student entering with an IEP and a home language other than English is flagged. The LPT-Language Proficiency Team, comprised of the Principal, ENL Teacher, SIT Coordinator, Speech Teacher, reviews evidence of the students' English language development. Based on the LPT's recommendations, the student is either administered the NYSITELL or not. If the LPT determines that the student should take the NYSITELL, then the identification process continues as with all students. However, if the LPT does not recommend that the student take the NYSITELL, the LPT notifies the principal of the decision, and then the principal sends the recommendation to the superintendent. The superintendent then has 20 school days to accept or reject the LPT's recommendation. If upon review by the superintendent, the determination to take the NYSITELL is made, the school has 5 additional calendar days to administer the NYSITELL and to notify the parent. ELL service placement is determined in this timeframe. If upon review by the superintendent, the determination not to take the NYSITELL is made, the parent is notified within 3 school days of the decision in the parent's preferred language and the ELL identification process terminates.

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.

The ENL teacher reviews the Spring NYSESLAT scores and proceeds to inform parents of their children's progress. Both entitlement letters and no longer entitled, as well as former ELLs, entitled to receive 90 minutes of integrated ESL are distributed to families.

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).

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. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must 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)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Parents will be informed in the following matters: a letter will be backpacked home, posted on school website and school facebook page. In addition both the ENL teacher and the parent coordinator will become well versed in the process and will assist parents upon their inquiry.

Parent contacting school for this process will be directed to Tara Atson, Parent Coordinator, and Dana Raciunas, ENL teacher. Requests for re-eval will be filed in ESL room 305.

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 New York City, there are three ELL programs offered to parents at the time of initial ELL identification:

- Dual language (DL)⁵
- Transitional bilingual education (TBE)⁵
- Freestanding English as a new language (formerly known as ESL)

There is an ELL parent orientation meeting in late September after the new ELL population has been identified. (Students identified as eligible for NYSITELL testing are tested within 10 days of enrollment.) Parent Orientation is scheduled after eligibility of students has been completed. This meeting consists of discussion of the ELL identification process, the ELL testing program, including NYSITELL, interim assessments and NYSESLAT. Translators are available at these meetings and, in addition, a video is shown which further explains program choices. The ENL teacher provides instruction and support to ELLs either in a pull-out model for entering and emerging students or in a push-in model for students who are at the transitioning, expanding, and commanding levels. Dual language classrooms teach French and English literacy simultaneously. Instruction in the French Dual Language classes is divided. English is the language of instruction for half the day, while French is the language of instruction for the other half of the day. Parent choice selection forms are provided in their native languages, such as Polish, Spanish, Arabic, and Spanish. After the orientation meeting, the ENL teacher distributes entitlement letters. She ensures that the entitlement letters are distributed, as well as the return of the Parent Survey and Selection Forms.

The ENL teacher is Dana Raciunas, (ESL certification) the French Dual Language teachers are Laura Sutton (Bilingual certification) in

Kgn, Roman Rivory (pending bilingual certification) in Grade 1, Tina Simon (Bilingual certification) in Grade 2, Laura Head (pending Bilingual certification) in Grades 3 and 4. PS 110 does not have a Transitional Bilingual class.

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.

For those parents who cannot attend the meeting, the ESL teacher and the classroom teachers reach out to the parents in person or by phone to ensure the distribution of the entitlement letters and the return of the Parent Survey and Program Selection forms. In addition, the ESL teacher distributes continued entitlement letters to the entitled students. The letters are backpacked home. When necessary, translators are provided by staff and/or parents to ensure that parents are cognizant of all the decision making choices. If parent program choice forms are not returned, the default program for students of the same language is a bilingual class. If a previously chosen TBE/DL program becomes available, the ENL teacher and parent coordinator will notify those interested parents in their preferred language via backpacking, emails and phone calls. All Parent Surveys and Program Selection Forms are collected by the ENL teacher and stored with all other ELL documentation and stored in the ELL classroom.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher communicates with the families who do not return the program placement letter through the child's classroom teacher. She follows up with a letter, and if needed a phone call to set up a meeting time with the parent to discuss the choices.
9. Describe how your school ensures that placement parent notification letters are distributed.
For those parents who cannot attend the meeting, the ENL teacher and the classroom teachers reach out to the parents in person or by phone to ensure the distribution of the entitlement letters/continued entitlement letters and the return of the Parent Survey and Program Selection forms. Both the ENL teacher and the classroom teachers have the responsibility of collecting these letters. These letters are then stored and maintained by the ENL teacher for future reference if required. In addition, the ENL teacher distributes continued entitlement letters to the entitled students. The letters are backpacked home. When necessary, translators are provided by staff and/or parents to ensure that parents are cognizant of all the decision making choices.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation is placed and stored in the students' cumulative record. Additionally, copies of ELL documentation are copied and kept in a central location for easy reference. The following individuals have access to ELL documentation: administration, teachers, office staff and parents/guardians.
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.
The testing coordinator and the ESL teacher review the NYSESLAT testing schedule. They cross reference names of students to ensure that all ELLs receive the assessment. The ATS RLER report is generated to determine NYSESLAT eligibility. Students are placed into groups according to their levels and a testing schedule is made. Teachers involved in NYSESLAT testing are notified and receive training and instructions on the administration of the NYSESLAT. During the administration window teachers then administer the test. All tests are returned to the testing coordinator. They are then packaged and returned for scoring according to the directions. The ENL teacher and another trained teacher administers the speaking modality of the NYSESLAT individually to each ELL. The subsequent modalities of the NYSESLAT are then administered during the prescribed testing window on 3 separate days. Trained teachers administer the test according to the grade band that was assigned to them. In this way, all parts of the NYSESLAT are administered to all ELLs in a timely manner.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters are distributed at the beginning of the year after the results of the NYSESLAT are made available. Parents have an opportunity to meet with the ENL teacher as well as other teachers at various times during the year, particularly on Tuesday afternoons during our school's designated parent engagement time.
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).
Many parents request that their children be placed in the French Dual Language classes. Families with other language backgrounds choose the Freestanding ESL program. The trend over the last several years has been that only 1 or 2 parents inquire about a bilingual class for their Polish speaking children. The data to support these trends include: Kindergarten applications, over the counter applications in grades 1-5, as well as phone and email inquiries.

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.

We will utilize the NYS Bilingual Common Core Initiative to deliver core content. As per the initiative, The New and Home Language Arts Progressions are designed to help all teachers plan instruction and develop appropriate expectations for students at different levels of language and literacy levels. The development of academic language rests on content area texts. Teachers will target grade appropriate text and develop strategies to provide multiple points of entry for their students. The following are some examples of how teachers will use the progressions to plan and assess language.

- Differentiate linguistic scaffolds that students will require: Entering students for example, will be able to develop their listening, reading, speaking and writing skills by focusing on key words in text, while Emerging students will focus on key phrases and short sentences in the new language. Transitioning students will need less explicit teaching of language and can replicate models, while Expanding students can be supported with tools such as glossaries while Commanding students can be expected to work more independently. All students

will be working within the same content area, but the teacher will be able to create different supports for the students to access the content and the academic language that is integral to the content area.

- Determine the specific scaffolds that target the content area demands: Recognizing the precise way in which content should be broken down for students learning a new language or developing their home language is key for selecting scaffolds. Using a cause and effect graphic organizers is essential for understanding historical events. Sequencing becomes essential for understanding how a specific cycle works in science. Rubrics can be useful for assessing the reliability of a source and summarizing is essential for distinguishing the main idea from unimportant details in a text. The Progressions can support teachers in understanding how to create content area scaffolds such as graphic organizers, sentence starters and rubrics that target the content area standard and match the students' language ability in the new or home language.

- Develop formative assessments according to levels: Knowing what students should be able to do at each level create benchmarks against which to measure progress. If, for example, a student should be able to integrate information from the text into a graphic organizer with the support of only a word bank, a formative assessment can include that scaffold and the teacher can recognize if the

student needs more support, or if the student is ready to move to the next level. Similarly, teachers will develop rubrics to assess the ability of students to participate in partnership, small group or whole class discussions and measure progress over time.

- Develop specific language objectives: The linguistic demands within the Progressions will facilitate for planning for integrating language as a teaching goal. Teachers will be able to plan for the specific language that a unit demands. For instance, knowing the words that are necessary for introducing cause and effect (i.e. because of, due to, when) will reinforce and clarify the content area concepts and thus help guide teachers to language development for the content.

It is important to note that the Progressions will be used by teachers working in content area classrooms with students learning English. In such classrooms, teachers will use the new language progressions to develop literacy and language in academic settings within their content area.

Core content is delivered through the following instructional methods: whole group, small group, and one-on-one. As the needs of the students are assessed various methods of delivery may be utilized, which include, but are not limited to: peer tutoring and technologically assisted instruction.

Materials to be utilized in each program include: ReadyGen, GoMath, and Kamila Phonics.

Native Language support will include academic and content area dictionaries and glossaries as well as peer-tutoring.

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

ELL's are appropriately evaluated in their home languages during mandated assessments through the use of translators as well as through the use of the GBTrousse Program.

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

The ELL's are appropriately evaluated in the four modalities of English language acquisition as follows: formative and summative assessments allow for the utilization of the four modalities as the students listen to instruction and presentation of assessments, read, write, and verbalize their explanations of said assessments. The following diagnostic/formative assessments are used: ELL Periodic Assessments, MOSLs, and NYSESLAT, which take into account the four modalities of English acquisition. These assessments are administered in the Fall and Spring.

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

Differentiation of instruction is provided for the following ELL subgroups: SIFE, Newcomers, Developing, Long Term and Former ELL's. These students receive whole group, small group, and one-on-one instruction throughout the course of the school day based on need through the analysis of data. These needs will be addressed through scaffolding as we support ELL achievement in the subgroups:

In literacy we will:

Unpack Oral Language and its components:

- Vocabulary (understanding the meaning of words and phrases)
- Syntax (understanding word order and grammar rules)
- Morphological skills (understanding the meaning of word forms and parts)
- Pragmatics (understanding the social rules of communication)
- Phonological skills (an awareness of sounds, such as syllables and rhymes)

Unpack vocabulary, including core and extended vocabulary

Unpack academic vocabulary:

We will SELECT WORDS TO TEACH THAT APPEAR MULTIPLE TIMES IN CURRICULAR MATERIALS AND ARE ESSENTIAL FOR COMMUNICATING THE KEY LEARNINGS FROM THE UNIT.

We will TEACH ACADEMIC WORDS WITHIN THE CONTEXTS IN WHICH THEY ARE USED AS A BRIDGE TO TEACHING ADDITIONAL ACADEMIC LANGUAGE FEATURE AND WORLD KNOWLEDGE.

We will FOSTER MASTERY OF ACADEMIC WORDS AND PROMOTE 'WORD CONSCIOUSNESS' THROUGH ENGAGEMENT WITH AUTHENTIC TASKS (DISCUSSIONS, WRITING) AND ENGAGING TEXTS.

Address disciplinary literacy:

We will pay particular attention to vocabulary, grammar, and text structures.

Address text complexity:

We will pay particular attention to lexical level, sentence level, and discourse level.

Former ELLs receive 90 minutes of integrated ENL. All ELLs and former ELLs will receive the mandated testing accommodations, which typically includes a separate location and time and a half for completion of the assessment.

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.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, Ms. Raciunas-ENL teacher, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL

status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, Ms. Racionas-ENL teacher, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services.

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?

The curricula utilized by the school, Ready Gen and Go Math, provide both materials and strategies for access to academic content areas and to propel the acceleration of English language development. Lesson plans reflect this utilization of both materials and strategies. In addition we are utilizing the Really Great Reading - Tools for Struggling Readers: Blast, Blitz, and Boost as recommended by Dr. Kate Garnett, Professor of Special Education and Learning Disabilities, Chair of The Special Education Department of Hunter College. Teachers also utilize RAZ-Kids technology for individualized instruction. The SIT Team and the SBST help to ensure that all ELLs-SWDs receive all mandated services on their IEPs as well as mandated ESL instruction.

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?

The school utilizes curricular, instructional and scheduling flexibility to enable ELL – SWD's to achieve their IEP goals and attain English proficiency within the LRE as follows: all facets of the curricula are implemented and modified to meet the needs of these students, so that instructional objectives are attained as per the Common Core Learning Standards. Scheduling allows for the support of Special Education teachers as per the IEP, as well as related service providers. All staff is in 408 compliance and is aware of the academic, socio-emotional needs of our ELL-SWD's. The unique structure of our skills period ensures that flexible scheduling is used to maximize time spent with their non-disabled peers. This skills period is a fluid environment that allows for individualized and small group work.

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 Dually 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 Dually 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.

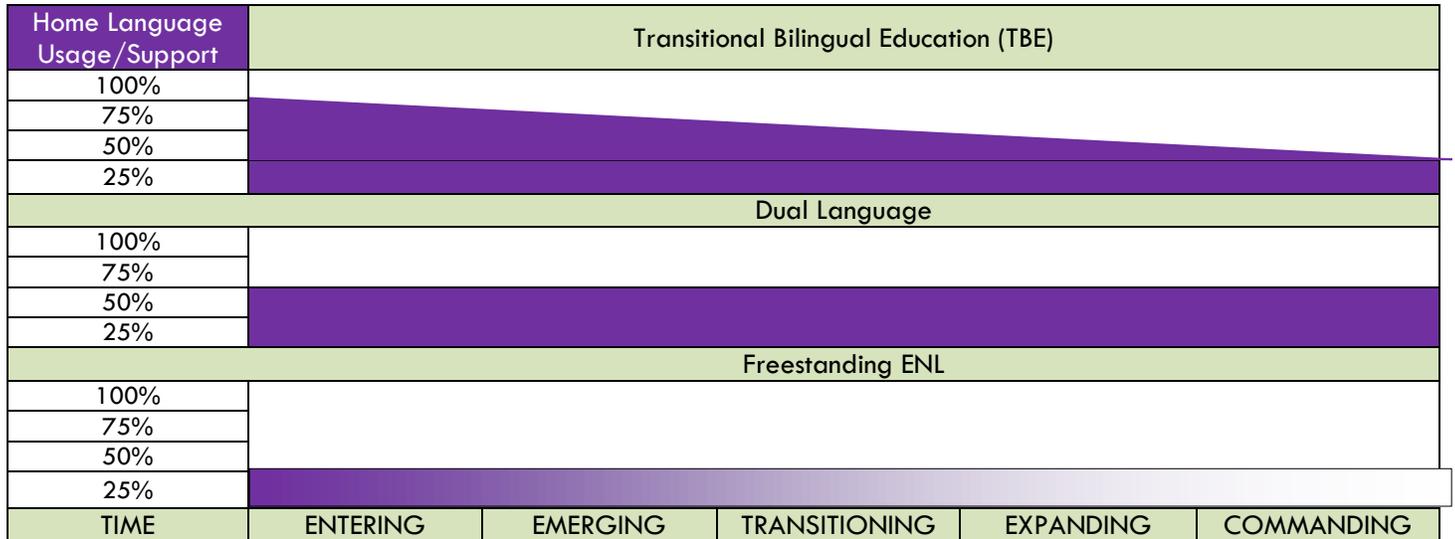


*Note “other approved services” does not apply to New York City at this time.

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. Utilizing the NYC DOE RtI framework we provide robust RtI practices in our school. RTI supports the use of differentiated instruction that is matched to student needs and incorporates increasingly intensive interventions for students not making satisfactory progress (based on screening and progress monitoring data). Targeted, small-group (Tier 2), and intensive, individual (Tier 3) interventions are provided in addition to the core instruction all students receive (including in-class interventions delivered by the regular classroom teacher in Tier 1). The multi-tiered instructional delivery model includes a range of supplemental interventions with increasing levels of intensity to address these needs. Each tier is distinguished from the other based on:
- Size of instructional group;
 - Mastery requirements for content;
 - Frequency and focus of screening;
 - Duration of the intervention;
 - Frequency and focus of progress monitoring;
 - Frequency of intervention provided; and
 - Instructor qualifications
- The three-tiered model for instruction and support ensures students in each of the three tiers are receiving the necessary intervention with appropriate frequency and duration to address needs. Materials utilized include: Foundations and Wilson for ELA and reading in the content areas, inclusive of Social Studies and Science content. Additionally, we also utilize the supplemental materials in the FOSS Science Kits. Supplemental materials in Go Math, as well as strategies learned through Metamorphosis training address math needs. In addition, Reciprocal Teaching and Visual Thinking Strategies provide further instructional support to meet the needs of our students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- During Spring reorganization meetings teachers are made aware of their students needs, particularly with regard to ELLs and SWDs. The reorganization template used succinctly provides the incoming teachers with clear information as to their students. As per the Danielson Framework, teachers understand the use of formative and summative assessments to inform instruction. These assessments include, but are not limited to unit tests, performance-based tasks, inventories, as well as MOSLs, Periodic Assessments and Standardized Assessments. These assessments provide the teachers with valuable data in ELA and Math as well as in the content areas of Social Studies and Science. As per the analysis of the most recent standardized test data our current programs, while proving to be effective, are still in need of improvement. We will continue to utilize the data to target needed areas for improvement.
12. What new programs or improvements will be considered for the upcoming school year?
- This year, Foundations phonics program is being utilized in grades K and 1 so as to better meet the needs of our youngest ELL learners as use and analysis of the Ready Gen phonics program showed gaps in the program's delivery of effective instruction.
13. What programs/services for ELLs will be discontinued and why?
- The Ready Gen phonics program will be discontinued in the lower grades as the program did not effectively address and meet the needs of our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to all after school programs, both academic and recreational. They are invited to the Saturday academies, extra support programs after school as well as the walking club and the fitness club. The afterschool and supplemental services offered to ELLs in our building include: North Brooklyn Development Corporation, which addresses both academic and recreational needs, and Wingspan which addresses recreational needs. All ELLs participate in all art residencies, which address movement, dance, musical theatre, percussion and Shakespeare. In addition ELLs are afforded the opportunities for leadership roles through our schoolwide initiative, The Leader in Me.
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.
- Raz kids, Brainpop and Time for Kids are utilized for informational reading materials. These software programs address academic needs in the areas of ELA, MATH, Social Studies, and Science. In addition, teachers use their smartboards and class computers to deliver technology-enhanced lessons. Students are engaged in varied instructional activities utilizing technology, including the use of iPads for guided reading instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In the Dual Language kindergarten program the instruction is delivered utilizing a side by side method of instruction. In first through fourth grades, the instruction is delivered by one bilingual instructor. The native language is presented for 50% of the school day. In the Dual Language Program, native materials include French classroom libraries and the Kamila Phonics Program. In the ENL program native language dictionaries and glossaries as well as peer-translators are utilized for home language support.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All instruction as mandated by the NYC DOE of education is age and grade level appropriate. When necessary, modifications are made to instruction to ensure that the needs of the students are being met appropriately.

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).

All staff members offer new students assistance. The parent coordinator, the school secretary, the aides, the administration, and all classroom teachers welcome new students and make them feel at home and accepted. Classroom teachers pair newly arrived ELLs with a buddy/partner to ensure that the new ELL becomes engaged in school life. All students participate in all school activities, special classes such as computer, art, and music.

19. What language electives are offered to ELLs?

All students receive Italian instruction which is provided by a cluster teacher once a week.

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)?

a. A side-by-side model is used for the French Dual Language Kindergartens, while the remaining first, second, third, and fourth grades are taught in self-contained classes. 50% of the instructional day is presented in French and 50% of the day is presented in English. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.

b. In the 1st Grade French Dual Language class French is the language of instruction in the morning. The morning meeting, class routines, counting, phonics, reading and social studies topics are conducted in French. In the afternoon Math, Science and Reading are taught in English. In the 2nd Grade French Dual Language class French Language Arts and Math are taught in French in the morning, while the afternoon Social Studies, Science and Reading are taught in English. A roller-coaster methodology is employed whereby a lesson taught in French will not be repeated in English, but the next lesson will be taught in English. So that the same lessons are not repeated in both languages. In the 3rd and 4th Grade French Dual Language classes Common Core Literacy Standards are taught in French. The teacher utilizes French materials to cover the Standards in French. Science topics are also taught in French. Math, Social Studies, and ELA are taught in English in the afternoon. Unit tests are utilized to assess student progress. Also, the GBTrousse Program is used to assess reading levels.

c. The early childhood grades utilize a color scheme to differentiate between the French and English language. Yellow paper designates French, while white indicates English. The classrooms are also divided: one side is French, while the other half is English.

d. Emergent literacy is taught simultaneously.

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.)
All teachers of ELLs participate in weekly professional learning communities whereby they study topics that will support their teaching of ELLs. 50% of ELL teachers' PD will be on topics about best practices for ELL instruction. The PD committee comprised of teachers determined the topics the staff will study across the year in professional learning communities. The chosen topics specifically address the issue of how best to support ELLs across varied subjects.

Here is the Professional Development Plan:
Monday Professional Learning Communities
2015-2016

Essential Question:

How do we structure student engagement in order to impact student achievement?

Students with Disabilities:

- How do we utilize multiple points of entry to increase engagement in writing for students with disabilities?

English Language Learners:

- How do we increase English Language Learners' language acquisition?

Literacy:

- How do we increase students' production of academic vocabulary?

Math:

- How do mathematical conversations increase comprehension of word problems?

Book Study:

- Teach Like a Champion by Doug Lemov and Norman Atkins

The dates for Monday PLC are: 9/21, 9/28/ 10/5, 10/19,10/26, 11/2, 11/9, 11/16, 11/23, 11/30, 12/7, 12/14, 12/21, 1/4, 1/11, 1/18, 1/25, 2/1, 2/8, 2/22, 2/29, 3/7, 3/14, 3/21, 3/28, 4/4, 4/11, 5/2, 5/9, 5/16, 5/23, 5/30, 6/6, 6/13, 6/20, 6/27.

In addition, pedagogical staff, as well as non-pedagogical staff, will avail itself of professional development opportunities offered both through the Borough Field Office and central, where applicable.

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?
Teachers of ELLs and biligual teachers are provided with various opportunities to attend professional development offered by both the district and city-wide conferences and symposiums. The French Embassy also hosts many lectures on topics of bilingualism, and language acquisition. These professional development opportunities include: workshops, lectures, and intra/inter-class visitations. Prior to attendance at PD opportunities, we determine whether these PD offerings will present information to support teachers in delivering Common Core-aligned instruction, which is essential to the achievement of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Visits to the local middle schools by 5th grade teachers and administration provide the staff with support for students transitioning into middle school. Students visit local middle schools with their parents as well as with their class in order to familiarize themselves with the requirements and challenges of a new school. PS 110 also departmentalizes their 4th and 5th grades, so students leave PS 110 with the experience of moving from class to class and working with many teachers. In addition the Guidance Counselor attends PD opportunities specifically pertaining to the aspects of her position, which helps her in her support of the ELLs as they transition into middle school.
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.

Our school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by

CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Teachers must document all of their professional learning activities with agendas and attendance sheets . A new system of documenting agendas on google documents is being implemented this school year. All professional development activities will directly benefit ELLs as teachers are cognizant that they continue to learn so that they can help move students along, develop, and achieve English proficiency as well as academic targets as set by the common core learning standards.

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?

In addition to the scheduled parent-teacher conferences, teachers communicate with families about student progress through interim report cards. Each classroom also has a class portal whereby parents can view class activities and homework. Additional individual conferences are arranged and take place during parent-engagement time Tuesday afternoons or before school if that is more convenient for working parents. Parents also make individual appointments to discuss their child's progress throughout the school year.

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.

Meeting agendas and attendance records are maintained for all parent meetings, including meetings with individual parents. Notes on phone conferences are also recorded and maintained.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited and participate in many school functions which are specifically designed to promote parent involvement. They attend Monthly Family Fridays, Family Nights held the first Wednesday of every month, Mother' and Father's Day celebrations, Movie Night in the Park, Holiday Fair, and Night of the Arts. They are encouraged to attend the adult ESL classes which are held in the school every morning from 8:30-12:30. These functions are planned and organized by the Parent Coordinator.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our partnering arts organization YANY, Young Audiences New York, has provided our school community with various cultural performances as well as field trips. An Arts and Family Engagement Grant has also provided an opportunity for families to participate in the making of art together with their children and other families. PS 110 is also the recipient of the GCEF - Greenpoint Community Environmental Grant, which has a strong parental involvement component to involve all school community members to help their community become more sustainable. Information with regards to our partnerships with agencies and community-based organizations which provide workshops or services to our ELL parents is disseminated in the preferred languages of English, Spanish, French, Polish, and Arabic.
5. How do you evaluate the needs of the parents? PS 110 has an open door policy and always welcomes the questions and concerns of all parents. The parent coordinator Tara Atson is highly visible and accessible by various modern means of communication. Parents know they can email her, find information on the website or our school facebook page. She efficiently and quickly responds to their questions and concerns. PTA meetings are a venue for parents to raise and discuss their concerns, as are SLT and CEC meetings. The Learning Environment Survey also provides valuable feedback.
6. How do your parental involvement activities address the needs of the parents? This school year we will continue to improve parental involvement inclusive of parents of ELL's. We will increase parental/family involvement through the efforts of the parent coordinator and the staff so as to ensure that parents are our partners in the education of their children with the objective of increasing participation of parents at school events and activities by 10%. The parent coordinator Tara Atson is highly visible and accessible by various modern means of communication. Parents know they can email her, find information on the website or our school facebook page. She efficiently and quickly responds to their questions and concerns.

This is our action plan to accomplish our goal:

- Conduct Parent Survey to assess needs
On-line: surveymonkey.com
Paper/Pencil: back-packed home
- Utilize the Parent Coordinator to continue to engage and involve parents in the school community by working with school administration, staff, PTA, community and OST providers
- Invite parents to September Parent Conferences to meet with their children's teachers and learn of the expectations for the new grade
- Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line
- Provide on-going support for ELL parents through translation of materials and translation services at meetings and events
- Provide ESL classes for adults every morning from 8:30 to 12:30

- Invite parents to volunteer their time and talents to our school community
- Create Family Night once a month to promote family involvement in both academic and social activities
- Create First Friday mornings to promote family involvement in the classroom
- Provide workshops for parents on the Common Core State Standards and understanding the use of data in the ARIS

Parent link

- Conduct workshops on test preparation
- Conduct workshops based on parental needs and interests through the use of Title I funds
- Celebrate students and parents by giving awards at PTA meetings and assembly programs
- Invite parents/family members to serve on committees and volunteer for events, such as the October Fall Fest, It's My Park Day, March Book Fair, June Walk-a-thon, Bake and Candy Sales
- Invite parents to chaperone class trips and to attend class publishing parties
- Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters
- Encourage parents/family members to become members of the PTA and SLT
- Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home
- Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community
- Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community
- Create a viable grant writing committee composed of family members and staff to secure additional funding for the school community with the aid of the CLSO Community Facilitator

The evidence we will use throughout the year to evaluate our progress towards meeting our goal includes:

- Flyers of workshops and events sent to parents/guardians
- Agendas for the meetings and workshops
- Increased attendance at PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

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: The Monitor School

School DBN: 14K110

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)
Anna CanoAmato	Principal		11/5/15
Anna Rocchio	Assistant Principal		11/5/15
Tara ATson	Parent Coordinator		11/5/15
Dana Raciunas	ENL/Bilingual Teacher		11/5/15
Gretchen Baudenbacher	Parent		11/5/15
Patricia O'Sullivan K	Teacher/Subject Area		11/5/15
Lisa Pezzella 3rd	Teacher/Subject Area		11/5/15
n/a	Coach		11/5/15
n/a	Coach		11/5/15
Barbara Morales	School Counselor		11/5/15
Alicja Winnicki	Superintendent		11/5/15
C. Holmes	Borough Field Support Center Staff Member		11/5/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 14 **School Name: PS 110**
Superintendent: Alicja Winnicki

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.

In the analysis of the various data sources available to us, including, but not limited to the HLIS, ATS reports, such as the Report of Preferred Languages, Blue Card data and the Learning Environment Survey, we have determined our school community's preferences for both written and oral communication: backpacking in the school Communication Folder, school website, school facebook page, and email blasts.

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.

Our school community's preferred languages are: English, Polish, Spanish, French and Arabic.

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.)

In addition to these documents listed above, documents with regards to health, safety, legal/disciplinary matters and entitlement to placement in Special Education and ENL programs will also be translated.

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.

Face to Face meetings include: Parent/Teacher Conferences (Nov. 5th and Mar. 3rd), Curriculum Nights (Sept. 17th and May 12th); Family Engagement Meetings and Workshops; Parent/Guardian meetings arranged by staff members, including, but not limited to: Administration, Teaching Staff, Related Service Providers. Informal interactions include: daily attendance calls, teacher calls, related service provider calls.

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.

For translation needs, we will utilize DOE translated versions of documents when possible. When this is not possible translation will be provided by in-house school staff. For the Polish language, as this is not one of the nine identified languages of the DOE, we will always utilize in-house school staff.

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.

Interpretation will be provided in-house by school staff. We will maintain a roster of bilingual staff who can be called upon to interpret.

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.)

The school staff will be provided with professional development as to the use of translation services and over-the-phone interpretation service. We will ensure that all teachers and staff receive a copy of the "I Speak ..." card, which includes the phone number for over-the-phone interpretation.

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

As per the Chancellor's Regulations A-663, all mandated materials will be visible and/or made available to parents/guardians. We will: Provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services; Post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services; Make certain that the school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers; Provide parents of more than 10% of the children at our school who speak a primary language that is neither English nor a covered language, a translation into such language of the signage and forms required pursuant to A-663 and we shall post and provide such forms in accordance with A-663, which may be obtained from the Translation and Interpretation Unit.

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)

We will utilize oral feedback from parents, as well as written feedback in the form of surveys: LES, PTA survey, PC survey. In addition, the newly formed Diversity Committee formed of parents will gather feedback from our parents/guardians on the quality and availability of services.