



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

|                            |                                  |
|----------------------------|----------------------------------|
| <b>DBN: (i.e. 01M001):</b> | <b>15K136</b>                    |
| <b>School Name:</b>        | <b>I.S. 136 CHARLES O. DEWEY</b> |
| <b>Principal:</b>          | <b>ERIC SACKLER</b>              |

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Charles O. Dewey School Number (DBN): 15K136  
Grades Served: 6, 7, 8  
School Address: 4004 4<sup>th</sup> Avenue, Brooklyn, NY 11232  
Phone Number: (718) 840-1950 Fax: (718) 840-1955  
School Contact Person: Damaris Garcia, PC Email Address: DGarcia11@schools.nyc.gov  
Principal: Eric R. Sackler  
UFT Chapter Leader: C. Walsh  
Parents' Association President: Gicela Jarquin  
SLT Chairperson: Danielle Siegel  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Gicela Jarquin  
Student Representative(s): n/a

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street  
Superintendent's Email Address: ASkop@schools.nyc.gov  
Phone Number: (718) 935-4317 Fax: (718) 935-4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn north Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 347-225-5119 Fax: \_\_\_\_\_

## 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<br>(Blue Ink) |
|---------------------|---|-------------------------|
| Eric R. Sackler     | *Principal or Designee  |                         |
| C. Walsh            | *UFT Chapter Leader or Designee   |                         |
| Gicela Jarquin      | *PA/PTA President or Designated Co-President  |                         |
| Carmen De Lo Santos | DC 37 Representative (staff), if applicable   |                         |
| TBD                 | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| n/a                 | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| n/a                 | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                     | CBO Representative, if applicable   |                         |
| Maria Gomez         | Member/Parent   |                         |
| Luz Santos          | Member/Parent   |                         |
| Silvia Gallo        | Member/ Parent  |                         |
| Azucena Cazares     | Member/Parent   |                         |
|                     | Member/Parent   |                         |
|                     | Member/ UFT   |                         |

| Name           | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------|--|----------------------|
| Lindsey Smith  | Member/UFT                                 |                      |
| Daniele Siegel | Member/ UFT                                |                      |
|                | 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.

## 15K136 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |
|---|----------|---|-----|---|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 486 | SIG Recipient                                 |
|   |          |   |     | No  |
| Types and Number of English Language Learner Classes (2014-15)  |          |   |     |   |
| # Transitional Bilingual  | N/A      | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
|   |          |   |     | N/A   |
| Types and Number of Special Education Classes (2014-15)         |          |   |     |   |
| # Special Classes   | 20       | # SETSS   | 14  | # Integrated Collaborative Teaching           |
|   |          |   |     | 14  |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |
| # Visual Arts   | 21       | # Music   | 6   | # Drama                                       |
|   |          |   |     | N/A   |
| # Foreign Language  | N/A      | # Dance   | N/A | # CTE   |
|   |          |   |     | N/A   |
| School Composition (2013-14)                                    |          |   |     |   |
| % Title I Population  | 90.4%    | % Attendance Rate                               |     | 93.9%   |
| % Free Lunch  | 93.2%    | % Reduced Lunch                                 |     | 3.7%  |
| % Limited English Proficient                                    | 43.9%    | % Students with Disabilities                    |     | 24.6%   |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |
| % American Indian or Alaska Native                              | N/A      | % Black or African American                     |     | 1.8%  |
| % Hispanic or Latino  | 86.2%    | % Asian or Native Hawaiian/Pacific Islander     |     | 6.6%  |
| % White   | 5.3%     | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |          |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 7.86     | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | 1        | # 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)       |     | 11.8%   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.4%     | Average Teacher Absences (2013-14)              |     | 6.56  |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |
| ELA Performance at levels 3 & 4                                 | 7.3%     | Mathematics Performance at levels 3 & 4         |     | 6.4%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     | 14.2%   |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | 59.3%   |
| Credit Accumulation High Schools Only (2013-14)                 |          |   |     |   |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     | N/A   |
| 6 Year Graduation Rate  | N/A      |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |          |   |     |   |
| Reward  |          | Recognition                                     |     |   |
| In Good Standing  |          | Local Assistance Plan                           |     |   |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |
| Priority School   | X        |   |     |   |
| Accountability Status – Elementary and Middle Schools           |          |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | NO       | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO       | Limited English Proficient                      |     | NO  |
| Economically Disadvantaged                                      | NO       |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | NO       | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | NO       | Limited English Proficient                      |     | NO  |
| Economically Disadvantaged                                      | NO       |   |     |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     | YES   |
| Economically Disadvantaged                                      | YES      |   |     |   |
| Accountability Status – High Schools                            |          |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |

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

**Section 5A – 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |   |                    |
| <b>Tenet 3 Statement of Practice (SOP) Addressed</b>   |   | <b>HEDI Rating</b> |
| 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. |                    |
| 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.                                   |                    |
| 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.            |                    |
| 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.                                  |                    |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |   |                    |
| <ul style="list-style-type: none"> <li>Teachers use Common Core aligned tasks and assessments at the grade and departmental level</li> <li>The school analyzes state summative assessments in Math and ELA as well as NYSESLAT assessment for ELLs to determine trends in data to identify student needs</li> <li>Monthly assessments in ELA and Math measure growth towards school wide goals.</li> <li>Rubrics based assessments are used to track growth and provide actionable feedback for students.</li> <li>Exit slips are routinely used formatively as checks for understanding to inform instruction at the classroom level.</li> <li>Ongoing formative and summative assessments are not as fully developed in all contents areas. Students are not aware of next steps in all subject areas, thus impeding them on overall academic progress.</li> </ul> <p>Train staff in systems that provide regular and explicit feedback to students.</p> |   |                    |

**Part 2 – Annual Goal**

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

By June, 2016 100 percent of students will be tracked in all subject areas using a unified form of progress monitoring resulting in improvements in student work products.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>   | <p><b>Timeline<br/>What is the start and end date?</b></p>                                       | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p> |
|---|---|--|--|
| <p>-The ESL department PLC will track and encourage student leadership speaking roles during the school year to build upon the improvement in ELP from last year's results.</p> <p>- continue to reflect on the impact of our work and the adaptations we've made to the modules/CMP3 and how the instructional shifts are in the classroom. Redesign the plan, and track as an ongoing (focus lens on the W.I.G.S.), repetitive process.</p> <p>- Encourage more inter-visitation to see specific strategies in use, especially those that can help meet students language or learning needs</p>   | <p>ELLS, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams</p> | <p>Start August, 2015. Instructional Focus firmed up nlt October, 2015. Ongoing through 6/16</p> | <p>Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff</p>  |
| <p>Professional development on a whole staff PD to address, evaluate, and create a unified method for assessment. This will foster increase trust between staff and administration.</p>   | <p>ELLS, Special Education students, lower 1/3, cusp</p>  | <p>Start August, 2015. Instructional Focus created by October,</p>                               | <p>Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff</p>  |

|   |  |   |  |
|---|--|---|--|
|   | students bordering 2-3, 1-2 on state exams   | 2015. Ongoing through June 2016.  |  |
| <p>The school will host a variety of events to increase parental involvement and engagement with regards to rigorous instruction at the school:</p> <ul style="list-style-type: none"> <li>-PTA meetings will include a portion of time dedicated toward parent education in the leadership model at the school. This will reinforce the important shifts in the core beliefs on leadership as well as inform parents of critical information as we continue implementation CCLS</li> <li>-25 book challenge</li> <li>-15 by 15 multiplication table challenge</li> <li>-Parent Involvement Night (an outreach event at the school to inspire and empower parents to be more involved in their child's education</li> <li>-Family Science Night</li> <li>-International Night</li> <li>-Student led conferences (where students participate actively in informing parents of their successes and progress toward their academic and personal goals.</li> </ul> <p>These events will increase communication and trust between all members of the school community.</p> | ELLs, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams | Start August, 2015. Instructional Focus created by October, 2015. Ongoing through June 2016   | Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff |
| <p>- Department meetings, grade team meetings as well as whole staff professional development activities are dedicated to establishing norms and protocols to ensure that an environment of trust is indeed established. Norms established provide teachers with the security that information presented and work being done is transparent and free of hidden agendas.</p> <p>The Leadership model at the school has established a core belief that all individuals are</p>  | ELLs, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams | Start August, 2015. Instructional Focus created by October, 2016. Ongoing through June 2015. Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff | Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff |

|   |  |  |  |
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| <p>valued for their potential at the school. As a result of this paradigm shift in the culture of leadership at the school, teachers are compelled to participate in reflection, curriculum design, sharing of pedagogical expertise as well as taking on leadership roles at the school including after school activities and school wide functions.</p> <p>With the element of trust being established at the school, the following action items can be met with a high level of efficacy:</p> <ul style="list-style-type: none"> <li>-professional development for staff and students around student-led conferences.</li> <li>- Modify the <i>Tuning Protocol</i> to analyze pre and post assessment results from a particular unit in each department when tracking our W.I.G.S as the year progresses</li> <li>-For departments with a spiral curriculum, continue to review post assessment for each unit/grade to ensure alignment of key concepts, terms, and skill sets for the follow year’s scope and sequence for depth of knowledge (science, social studies and technology).</li> <li>-Schedule for set grade level meetings , beyond departments, to address common concerns that arise in each subject (e.g., students not completing assignments, attendance, social/home issues, and lack of internet access in some homes to complete online work). During these meetings, plans can be put into place for the consistent utilization of pre-assessments across all content areas. A scheduled time for coaches and teachers to decide the best way to utilize the data for each class would benefit the grade as a whole.</li> </ul> |  |  |  |
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**Part 4 – Budget and Resource Alignment**

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|---|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>  |
| <ul style="list-style-type: none"> <li>• Data collection, disaggregation, use of inquiry in Cabinet meetings further the instructional focus based on the needs of subgroups</li> <li>• Enlist consultant support in use of <i>Datacation</i>, <i>Think Through Math</i>, <i>I-Ready</i>, <i>iLit</i>, and <i>Teq</i> for all staff members ongoing throughout the year.</li> </ul> |

- The lead teachers/coaches along with administration will work across content areas and grades to align classes in coherent instructional practices. The network will provide additional coaching, reviews, and reflective feedback.

Administration will create a schedule of meetings including start of the school year, midyear, and end of year conferencing around the expectations which are framed by the school instructional focus

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|--|------------------------|---|--------------------|---|-------------------|--|-------------------------|---|--------------------------------|---|--------------|
|  | <b>Tax Levy</b>        | X | <b>Title I SWP</b> | X | <b>Title I TA</b> |  | <b>P/F Set-aside</b>    | X | <b>21<sup>st</sup> Century</b> | X | <b>C4E</b>   |
|  | <b>Title I 1003(a)</b> | X | <b>Title III</b>   |   | <b>PTA Funded</b> |  | <b>SIG or SIF Grant</b> |   | <b>School Success Grant</b>    |   | <b>Other</b> |

**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.

By February 2016, there will be a (TBD) % increase in ELLs scoring at Level 3 & 4 as measured by January benchmark assessments.

**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**

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|---|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |  |                    |
| <b>Tenet 5 Statement of Practice (SOP) Addressed</b>  |  | <b>HEDI Rating</b> |
| 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.   |                    |
| 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.  |                    |
| 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. |                    |
| 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.  |                    |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul> <p>Our strengths in this area are evidenced through many of the following programs or activities that help aid in the development of students’ academic, social and emotional health:</p> <ul style="list-style-type: none"> <li>Opportunities for student voice and student choice through the Leader in Me</li> <li>Transitional supports (middle to high school, discussions about college and career readiness through Leader in Me and weekend high school fair trip)</li> <li>In house Lutheran Medical Licensed clinical psychologist</li> <li>Establishment of student personal and academic goals (September – June)</li> <li>Monthly parental opportunities (Saturday ESL workshops)</li> <li>Student recognition and events celebrations</li> <li>National Junior Honor Society, quarterly celebrations (December – June)</li> <li>Student activities/community involvement/afterschool opportunities (September – June)</li> </ul> |  |                    |

- Student led conference (May 2015)
- External Support: Rush philanthropic, Center for family Life, SASF (Sports and Arts)
- 25 book challenge (ELA) and 15 by 15 times table(MATH) (Signed by parents and accountability partner in log of leadership notebook)
- Leadership Day
- Mid-Quarter progress reports
- RTI team to meet on a regular / formal basis
- Weekly updates for at risk students
- SES instructional program on Thursday and Friday from 2:30 PM to 4:30 PM

Based on elements from last year's Quality Review connected to tenet 5 of the DTSDE, we noticed a need to communicate with and connect stakeholders to the academic, social, and emotional needs of all students.

### **Part 2 – Annual Goal**

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

By June, 2016 100 per cent of staff members will have participated in the planning and tracking of students' social and emotional health activities and progress as evidenced in agendas, meetings, and team events. And training for parents in The Leader In Me process will be a regular part of PTA and SLT meetings.

### **Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and expanding their understanding of a supportive environment in order to support their children at home.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p> |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Continue training for the new data specialist who started this year.</li> <li>• Continue to monitor student progress, use the “take a break sheet”, and the 7habits in all lessons across the school.</li> <li>• Continue building out a strategy for sustainability after achieving Lighthouse status as a school. The Leader in Me Lighthouse School title is awarded by Franklin Covey to honor the attainment of a well-rounded leadership model. Lighthouse Schools serve as models of leadership and mentors to other schools.</li> <li>• Increase our parent education opportunities for adolescent development and human sexuality as well as local laws and customs.</li> </ul> <p>Obtain an Ophthalmology or optometry clinic on site. Increased data analysis made available to staff will increase trust and communication between staff members and between staff and administration. Increase opportunities for professional growth and responsibility for staff increases level of trust as well</p> | <p>All students</p>                                     | <p>September 2015 – June 2016</p>                          | <p>Principal, asst. principals, coach/lead teachers, lighthouse team, district and borough support staff</p>   |
| <p>Continue in 4<sup>th</sup> year of implementation of LIM process with Lighthouse status as the ultimate goal. The Leader in Me is a whole-school transformation model that improves the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century. Lighthouse recognition comes because of the results a school is achieving and the impact it is having on staff, students, parents, and the greater community. All students participate in the Leader In Me process. Language learning strategies will be utilized for ELLS, and IEP recommendations this will increase trust between students and between students and staff.</p>  | <p>All students</p>                                     | <p>September 2015 – June 2016</p>                          | <p>Principal, asst. principals, coach/ lead teachers, lighthouse team, district and borough support staff</p>  |

|  |              |                            |   |
|--|--------------|----------------------------|---|
| The school will host a variety of events to increase parental involvement and engagement through PTA meetings, CCLS workshop 30 min prior to each parent teacher conference, 25 book challenge, 15 by 15, and student led conference.                                      | All families | September 2015 – June 2016 | Parent Coordinator Principal, asst. principals, coach/lead teachers |
| The following celebrations and programs will build the capacity of trust for all stakeholders: Curriculum night, Honor Roll events, Newsletters, International night, Mother’s Day and Father’s Day dance, Science Fair night, Leadership Day and Parent Involvement Night | All families | September 2015 – June 2016 | Parent Coordinator Principal, asst. principals, coach/lead teachers |

**Part 4 – Budget and Resource Alignment**

|   |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|---|------------------------|---|--------------------|---|-------------------|--|-------------------------|---|--------------------------------|---|--------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |                        |   |                    |   |                   |  |                         |   |                                |   |              |
| <ul style="list-style-type: none"> <li>• Structured attendance team and meetings, afternoon intervention, daily monitoring, use of network attendance teacher for support with parent outreach, semester progress reports to parents, College and career readiness standards implemented in all classes, and RTI interventions.</li> <li>• Incentives: Student Lighthouse team, NJHR, leadership roles, trips, celebrations, and award certificates</li> <li>• Calendar of events for families, semester progress reports sent home, college and career readiness planning, and high school articulation breakfast sessions.</li> </ul> <p>Alignment of student and teacher programs to allow for leadership periods as well as leadership assemblies by grade.</p> |                        |   |                    |   |                   |  |                         |   |                                |   |              |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|   | <b>Tax Levy</b>        | X | <b>Title I SWP</b> | X | <b>Title I TA</b> |  | <b>P/F Set-aside</b>    | X | <b>21<sup>st</sup> Century</b> | X | <b>C4E</b>   |
|   | <b>Title I 1003(a)</b> | X | <b>Title III</b>   |   | <b>PTA Funded</b> |  | <b>SIG or SIF Grant</b> |   | <b>School Success Grant</b>    |   | <b>Other</b> |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> 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.          |
| <u>November student led conference with parents. Ongoing conf. with leadership mentors to inventory progress toward academic goals and ensure that Leadership Notebooks are updated and ready for student led parent-teacher conferences in March.</u> |
| <u>Action Teams will report areas of success as well as next steps towards Lighthouse status to the staff.</u>   |
| <b>Part 5b.</b> In <b>February 2016</b> , 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**

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| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |  |                           |
| <p><b>Tenet 4 Statement of Practice (SOP) Addressed</b></p>  |  | <p><b>HEDI Rating</b></p> |
| 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.                                |                           |
| 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.   |                           |
| 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.     |                           |
| 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). |                           |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>  |  |                           |
| <p>The school engages in structured professional collaborations on teams using an inquiry approach that promotes leadership and focuses on improved student learning. Delivery of instruction is unified across grade levels as a result of frequent department meetings and collaboration amongst all grade level teachers. This allows students to have a greater degree of familiarity with academic expectations.</p> <ul style="list-style-type: none"> <li>An improved system of IEP goal implementation through training on SESIS and through the distribution of IEPs-at-a-glance. Teachers have easy access to individual By June, 2015, 100 percent of students will receive regular and data based feedback as evidenced by student work products resulting in improvements in their levels of achievement according to uniform rubrics across all subjects and grades al student goals, management needs, testing accommodations, and health concerns that they can and do utilize in their day-to-day classroom instruction.</li> <li>All teachers have been trained in SIOP and goal-setting management. Some teachers have taken the Common Core workshops that have been offered outside the building. Due to this training, there is a common language among staff regarding student achievement. We modify the units of study, while still ensuring that the Common Core standards are met, so that all of our students have multiple points of entry</li> <li>Leadership periods have been largely successful in creating a safe space and providing access to learning and social opportunities. Students are encouraged to have a voice in their own educational experience while they practice and strengthen their skills. In reflecting upon our work as a school in this regard last year, we determined that teachers were eager to have an opportunity to broaden the scope of students with whom they worked. Consequently, General</li> </ul> |  |                           |

Education teachers were paired with Special Education classes and vice versa; 6th grade classes were paired with 8th grade instructors, etc. This has allowed for a larger sense of community amongst all students and staff.

- Google classroom is a new strategy that seems to be working for the teachers who have embraced it.
- Unified goal setting methods (big rocks, little rocks, W.I.G.S, Gantt charts)
- As part of Leadership periods, teachers encourage students to revisit, discuss, and adjust their academic goals.

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

By June, 2016, 100 percent of students will receive regular and data based feedback as evidenced by student work products resulting in improvements in their levels of achievement according to uniform rubrics across all subjects and grades

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>   | <p><b>Timeline<br/>What is the start and end date?</b></p>   | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p> |
|--|---|--|--|
| <p>-Schedule for set grade level meetings , beyond departments, to address common concerns that arise in each subject (e.g., students not completing assignments, attendance, social/home issues, and lack of internet access in some homes to complete online work). During these meetings, plans can be put into place for the consistent utilization of pre-assessments across all content areas. A scheduled time for coaches and teachers to decide the best way to utilize the data for each class would benefit the grade as a whole.</p>   | <p>ELLs, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams</p> | <p>Start August, 2015. Instructional Focus created by October, 2015. Ongoing through June 2016</p> | <p>Principal, asst. principals, coach/lead teachers, lighthouse team, district and borough support staff</p>   |
| <p>-Continue to build on Common Core workshops for teachers to reinforce DDI and instructional shifts.</p>   | <p>ELLs, Special Education students, lower</p>  | <p>Start August, 2015. Instructional Focus created by</p>  | <p>Principal, asst. principals, coach/lead teachers,</p>   |

|  |   |  |  |
|--|---|--|--|
| <p>-Continue to implement strategies (beyond Zweir’s conversation starters in ESL) to develop students’ own abilities to ask analytical questions . Continue to support staff instruction on the Conversation Analysis Tool (CAT) across all subject areas</p>   | <p>1/3, cusp students bordering 2-3, 1-2 on state exams</p>   | <p>October, 2015. Ongoing through June 2016</p>  | <p>lighthouse team, district and borough support staff</p>   |
| <p>Parent Involvement with regards to collaboration:</p> <p>-Teachers continue to increase their level of parent outreach at the school. Teachers will communicate with parents to clarify standards and benchmarks for student success using multiple forms of communication and parent outreach initiatives. Parents will be informed of important changes in the curriculum with regards to how their children are being assessed (both on statewide exams as well as formative and summative assessments in the classroom).</p> <p>-This will be our 4th year as a <i>Leader in Me</i> school and thus our 8th grade class has had a lot of experience with the 7 Habits. Many of them are able to speak about how their goals have been established, strengthened and met. Because of this, our 8th graders may pilot a process where they work as paired mentors with the incoming 6th graders – teaching them the basic foundations of the 7 Habits and work with them on setting goals and demonstrate leadership qualities within the school, their families, and the community as a whole.</p> | <p>ELLs, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams</p> | <p>Start August, 2015. Instructional Focus created by October, 2015. Ongoing through June 2016</p> | <p>Principal, asst. principals, coach/lead teachers, lighthouse team, district and borough support staff</p> |
| <p>As previously stated, the school continues to improve through the shift in the leadership model at the school. With the implementation of the <i>Leader In Me</i> process, setting norms that foster collaboration and a safe environment where all teachers are treated with dignity and respect and regarded as leaders for reform at the school, the necessary work of curriculum shifts to align all subject areas to the CCLS, creating a unified approach to summative and formative assessments to guide instruction as well as align curriculum throughout the school to the instructional focus of the school continues.</p> <p>With the deepening of the leadership model at the school, relationships between teachers, administrative staff, parents, community members and students continue to improve and foster an environment where our students can succeed in achieving career and college readiness.</p>  | <p>ELLs, Special Education students, lower 1/3, cusp students bordering 2-3, 1-2 on state exams</p> | <p>Start August, 2015. Instructional Focus created by October, 2015. Ongoing through June 2016</p> | <p>Principal, asst. principals, coach/lead teachers, lighthouse team, district and borough support staff</p> |

Given the level of increased trust in the building, teachers will collaborate to create common rubrics by department in order to provide quality feedback for students to employ as they grow and develop academically as well as reflect and assess their own progress.

**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.

- Data collection, disaggregation, use of inquiry in Cabinet meetings further the instructional focus based on the needs of subgroups
- The lead teachers/coaches along with administration will work across content areas and grades to align classes in coherent instructional practices. The network will provide additional coaching, reviews, and reflective feedback.
- Administration will create a schedule of meetings including start of the school year, midyear, and end of year conferencing around the expectations which are framed by the school instructional focus

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|--|------------------------|---|--------------------|---|-------------------|--|-------------------------|---|--------------------------------|---|--------------|
|  | <b>Tax Levy</b>        | X | <b>Title I SWP</b> | X | <b>Title I TA</b> |  | <b>P/F Set-aside</b>    | X | <b>21<sup>st</sup> Century</b> | X | <b>C4E</b>   |
|  | <b>Title I 1003(a)</b> | X | <b>Title III</b>   |   | <b>PTA Funded</b> |  | <b>SIG or SIF Grant</b> |   | <b>School Success Grant</b>    |   | <b>Other</b> |

**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.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |  |                    |
| <b>Tenet 2 Statement of Practice (SOP) Addressed</b>  |  | <b>HEDI Rating</b> |
| 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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |  |                    |
| <p>In June 2014 and then again in June 2015 ( Also planned for August 2015), the administration cabinet analyzed last year's curricula and state exams with lead teachers to come up with a needs assessment in three core areas for our community population. The three core areas are academic, personal leadership/social-emotional/21<sup>st</sup> college-career, and culture of leadership/school/family/community. Then, as an administrative cabinet, five major W.I.G.S (widely important goals) cyclical goals which directly impact our progress emerged from the data.</p> <ol style="list-style-type: none"> <li>Academic: increasing students that are emerging on the NYS math and ELA exams by 10% (tracked through core department W.I.G.S). We still need to continue to formally document language acquisition and fluency in all content areas for our school community in a unified in order to monitor and track student progress.</li> <li>Personal Leadership: maintain 95 % attendance throughout the year (tracked monthly), and increase the number of students living the 7 habits on a daily basis (keep the number at 95% tracked monthly). This is something that the school community does well. Further expand on personal leadership to incorporate a deeper connection to CCSS college and career readiness.</li> <li>Cultural Leadership: Increase parent involvement at events and are actively using Pupil Path (tracked monthly –minus January and April (no parent events)).</li> </ol> |  |                    |

We need to further implement rigorous curricula that meet the challenges of the CCSS and to continue to monitor systems to streamline the processes we currently have in place. The school leader uses proven models in the following ways:

-SIOP model to address gaps in learning for ELLS. The protocol helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

-Standard operating procedures addressed in the staff handbook include required lesson plan elements bases on best practices on a school wide level:

-Differentiation for students with disabilities providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

-Summaries for lessons which can include but are not limited to discussions revolving around content and language objectives, surveys, exit slips or Q and A based on objectives.

-Department are required to use protocols (such as the Tuning Protocol) when looking at student work to maximize efficacy of time allotted to work on the given task. The structured process allows for reflection and meaningful feedback on a project, assessment, a performance task, or any work in progress. The protocols afford teachers the opportunity to improve their work with the thoughtful and substantial feedback of colleagues. Attention is mostly given to best practices and improvement.

-For our ELLs we analyze data from AMAO tool which includes intake info (NYSITELL, SIFE (Lens report), RLAT, RYOS, teacher assessment, etc. Data identifies areas of need).

-Identification of quality instructional reading materials that are complex yet adaptable for ELLs.

-Use of ELD framework for language acquisition development with CCSS and Expeditionary Learning modules for both identified ELLs, former ELLs, and students struggling with the content.

-Cross curricula to support STEM science with math Department to identify areas of overlap in which we can support each other throughout the year.

-Expeditionary Learning modules are MODIFIED and ADAPTED as determined by the needs of our students as determined by the results of assessments including MOSL, I-Ready, formative and summative.

-ELA/ESL common planning across grades to share best practices and create a PLC to address the specific needs of our school (academic conversation, vocabulary, writing structures, 21st century skills, project-based learning).

- Lead teachers and administration observes classes (beyond the observation requirements) and gives feedback specific to the needs of particular students, especially ELLs and often students with IEPs.

An additional strength of our school community is the way that we cooperate with each other in developing a long range plan that has been implemented successfully over the past 9 years. The school has been able to restructure and re-staff in the following manner:

Responsibilities have delegated to staff beyond the administration in a way that allows more teacher lead discussion and decision making. Structure provides support across all levels in a way that fosters professional learning while taking the focus away from the idea that observations are punitive. Organizational structure works in multiple directions to

provide vertical and horizontal supports. Budget is maximized to allow for adequate staffing to start the year, provide programmatic support, acquisition and change when required. We have brought in systems to increase parent communication and participation. Budget is also planned as much as possible with medium to long range goals in mind allowing for fast response to changing needs and compliance issues. A mix of new, intermediate level (in terms of teaching experience) and experienced staff is encouraged to provide input, insight and support to each other and administration. Over time through attrition, encouragement and removal staff has gradually changed over 75% to a more highly qualified and motivated group of pedagogues. We have also established CBO partnerships that allow for extra academic support, arts and sports programming, and a medical, dental and mental health clinic on site.

The school is organized by Principal, 2 APs, 4 academic lead teacher/coaches, 1 data specialist/coach, 1 IEP Special Ed compliance teacher, 1 RTI coordinator, 1 projects arts liaison, 1 Business Manager and 2 dean / behavior intervention specialists.<sup>5</sup>

### 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.

Arts/Tech: By June 2016, increase parent attendance and participation by increments of 50% through 2 in-house performances in December and June (supports the whole child development-tracked using attendance from first curriculum night (September 17th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly).

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b> |
|--|--|---|---|
| As an administrative cabinet, we reviewed areas of weakness in our staff’s 2014-2015 MOTP as our focus lens for October to November. Based on our findings and the changes to UFT contracted components we are to review on. We have narrowed our focus lens to 3d (overall average from last year to be 3.0), 3b (overall rating to be 3.01), and 3c (overall rating to be 3.09). Therefore, our professional development and school wide W.I.G.S are around engagement, evaluating questioning and discussions (key terms justify, evaluate, evidence, along with Language objectives in all lessons), and DDI (focus on tuning protocols, Gantt charts, and unified | All Teachers                                     | August 2015- June 2016                              | Administrative Cabinet and Lead Teachers  |

|  |              |                        |  |
|--|--------------|------------------------|--|
| <p>departmental assessments to drive instruction.) By providing focused PD based upon need we will be increasing trust and communication between administration and staff.</p> <p>As the year progresses, the administrative cabinet (along with lead teachers and project arts liaison) will review the Advance Teacher Level MOTP Detail to track our findings each marking period (Sep-Nov, Dec-Feb, Mar-May, ending with June (to set summer PD and next steps)) to revise focus lens and tailor whole staff/individual professional development to improve on teacher practice and student progress. These cabinet meetings will fall after the monthly departmental W.I.G.s analysis and tracking meetings to see where we may need to adjust our process. Observation schedule and frequency is often adjusted to meet the needs of staff based upon what has been seen or analysis of results. Professional Learning provided based upon observable need or request. By including a diverse group of administrators and pedagogical staff in cabinet discussions and decision making we foster greater communication and trust across all staff levels while working towards improved student outcomes</p> |              |                        |  |
| <p>Continue to expand on training all teachers to use Stanford's CAT (conversation analysis tool) to assess conversations and time on task in the classroom. Along with the CAT, teachers integrate scaffolds for ELLs (use of SIOP and a modified version of Zwier's conversational starters) to track English language proficiency and acquisition (removing the scaffolds as needed to support CCSS).</p> <p>Train all teams in how to effectively use student data to revise lessons and curricula to meet the needs of our subgroups</p>  | All Teachers | August 2015- June 2016 | Administrative Cabinet and Lead Teachers |
| <p>3CCLS workshops for parents, Leader in Me workshops around the practice of the 7 Habits in the home, STREAM events for all parents (Family Science Night, Curriculum Night, Nao Robot soccer games, etc.), Workshops for incoming 6<sup>th</sup> grade families, Honor events and Student of the Month, student created monthly newsletters This will increase communication and the effort to involve parents more directly in the students education.</p>   | All Teachers | August 2015- June 2016 | <del>Whole School Community</del>        |
| <p>Continue to identify teaching practices that are deemed ineffective or developing and provide structured professional development to address these weaknesses in pedagogy including workshops, mentoring provided by colleagues and lead teachers as well as fostering a community of teachers that are reflective of their practice and make adjustments as needed for the success of students. Keeping to a consistent, agreed upon meeting time for all departments to reflect, review, and re-Gantt progress throughout the year beyond the scheduled common planning time.</p>   | All Teachers | August 2015- June 2016 | Administrative Cabinet and Lead Teachers |

**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.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities

Additionally we access Leadership support in the use curriculum planning programs and implementation of teacher team practices as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based instructional strategies and planning teacher Professional Learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|--|------------------------|---|--------------------|---|-------------------|--|-------------------------|---|--------------------------------|---|--------------|
|  | <b>Tax Levy</b>        | X | <b>Title I SWP</b> | X | <b>Title I TA</b> |  | <b>P/F Set-aside</b>    | X | <b>21<sup>st</sup> Century</b> | X | <b>C4E</b>   |
|  | <b>Title I 1003(a)</b> | X | <b>Title III</b>   |   | <b>PTA Funded</b> |  | <b>SIG or SIF Grant</b> |   | <b>School Success Grant</b>    |   | <b>Other</b> |

**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.

Administrative observation of classroom instruction using Danielson: Midpoint benchmark: By January, 2-15 50% of staff will have been visited during classroom instruction by school leaders.

5. Units of study that exhibit Understanding by Design (UBD) precepts: midpoint benchmark: By February, 2016, the ELA/ESL PLC will review the data from the interim writing, RTI Tier I assessment to gauge student progress of our instructional focus. Departmental and teacher teams in each grade will assess and refine AIS subgroups, W.I.G.S, and scaffolding supports.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>  |  |                    |
| <b>Tenet 6 Statement of Practice (SOP) Addressed</b>   |  | <b>HEDI Rating</b> |
| 6.2  | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.  |                    |
| 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.   |                    |
| 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.   |                    |
| 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. |                    |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>   |  |                    |
| <p>The school has a wide range of parental involvement activities. We started the school year off with a large parent turn out for curriculum night with a focus on the Franklin Covey Leader in Me Program and CCSS. The common core guides and Leader in Me packets were handed out (which were grade and language specific) to provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. To continue that momentum and cultural connections the school wide population was involved in an international night with PTA volunteers. We currently have over 50 PTA members in place that will hold meetings around the 7 Habits, CCSS, and school leadership meetings monthly to create sustainability. In October, we started a Saturday morning parental programs that include parent workshops in technology (computer), art, math, Leader in Me parenting guide, and ESL. The ESL parent Saturday Program uses the Real Life English Grammar Series, Rosetta Stone, Smart board and laptops. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.</p> <p>The school, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, administration and other staff, on how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided</p> |  |                    |

by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and SASF (sports and Arts Foundation) to educate the whole child, through the following activities specifically described below:

-Parents are afforded the opportunity to meet with school officials and teachers at least four times a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews.

-The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services.

-The librarian is supporting native language resource materials by having them available in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.

- Tuesdays are an outreach day to contact and schedule for parent/teacher conferences to ensure lines of communication about their children academic achievement, their student leadership notebook, and their child's W.I.G.S.

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. By undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting.

-The school especially works with parents of newcomers to provide meaningful communication and involve parents in the American school system.

-The school provides full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This includes providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands to foster the school's vision/mission.

-The school provides an interpreter to provide information that needs to be communicated orally to parents.

- The school assists with the login process for all students into Pupil Path (Skedula's parent and student access) to review grades, upcoming assignments, anecdotal and progress reports. As well as login in to ARIS Parent Link to access prior test scores and testing history.

- The school sends home quarterly progress reports which are also available via Pupil Path.

-The Daily News is writing a piece on our robotics class at the end of October to expand on our efforts on public relations.

-NurtureArt (CBO-based in Bushwick, Brooklyn) has invited parents to join their registry in order to become a teaching artist with their program in schools in order to open dialogue with the gentrification (primarily artists) of Sunset Park. This creates a symbiotic relationship with their child if he/she chooses to attend an arts program.

-Administration and staff attended 6 middle school forums and fairs (Sep-Oct), in Cobble Hill, Kensington, Park Slope, Sunset Park, and Windsor Terrace to expand on our community outreach.

-Brochures and letters are translated internally when necessary.

-Parent meetings, training sessions on pupil path and computer and ESL programs are available.

-Parent counseling by staff and outside community agencies as well as financial and legal support are provided as needed through CBO's

**Part 2 – Annual Goal**

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

By June, 2016 parent attendance at parent and family engagement events and programs will demonstrate an increase of 15% as evidenced by attendance logs.

-2 in-house ARTS performances in December and June along with International Night and Family Science Night (Supports the whole child development-tracked using attendance from first curriculum night (Oct 15th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly and documenting the amount of parent and student usage on Pupil Path.)

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>Further professional development on how to:<br/><br/>track ELLs progress using the AMAO tool<br/><br/>track language acquisition Stanford's CAT,<br/><br/>plan lessons for Leadership classes<br/><br/>student ownership of leadership notebooks<br/><br/>use of Pupil Path (Datacation) to track parent usage</p>  | <p>All teachers</p>  | <p>August 2015- June 2016</p>                                     | <p>Administrative Cabinet and Lead Teachers</p>   |

|  |                        |                        |  |
|--|------------------------|------------------------|--|
| All students, SPEDS, ELLs, will participate in keeping a leadership notebook to track progress, have a period of leadership classes built into their schedule with two staff members. Language learning strategies will be utilized for ELLS, and the why behind SMART goals and progress will be understood for those individuals who have an IEP.  | Whole school community | August 2015- June 2016 | Administrative Cabinet and Lead Teachers |
| Expansion of the number of programs, activities and procedures for the involvement of all parents (especially Title I eligible student) consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children in the school based on last year's attendance percentages | All families           | August 2015- June 2016 | Whole school community                   |
| Extensive planning, training, and execution of student led conferences to promote dialogue between parents, students and school constituents centered on student learning and success.   | Whole school community | August 2015- June 2016 | Whole school community                   |

#### Part 4 – Budget and Resource Alignment

|  |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|--|------------------------|---|--------------------|---|-------------------|--|-------------------------|---|--------------------------------|---|--------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |                        |   |                    |   |                   |  |                         |   |                                |   |              |
| Continued local community support on getting greater year round support and involvement from a transient and undocumented parent population. Affording our parents access to LinkNYC as many of our families have limited means of development on 21st century skills teaching methods and communication when their access to technology is limited or unreliable. |                        |   |                    |   |                   |  |                         |   |                                |   |              |
| <b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.   |                        |   |                    |   |                   |  |                         |   |                                |   |              |
|  | <b>Tax Levy</b>        | X | <b>Title I SWP</b> | X | <b>Title I TA</b> |  | <b>P/F Set-aside</b>    | X | <b>21<sup>st</sup> Century</b> | X | <b>C4E</b>   |
|  | <b>Title I 1003(a)</b> | X | <b>Title III</b>   |   | <b>PTA Funded</b> |  | <b>SIG or SIF Grant</b> |   | <b>School Success Grant</b>    |   | <b>Other</b> |

#### Part 5 – Progress Monitoring

|   |
|---|
| <b>Part 5a.</b> 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.   |
| By June 2016, increase parent attendance at parent and family programs and participation by increments of 15% at each event.  |
| -2 in-house ARTS performances in December and June. (Supports the whole child development-tracked using attendance from first curriculum night (Oct 15th) as baseline, parent events throughout the year juxtaposed to the in-house performances-tracked monthly and documenting the amount of parent and student usage on PupilPath.)  |
| -Mid-point, By February, 2016, evidence of improved parent involvement and communication will be evident through attendance tallied from Curriculum Night, International Night, 7 Habits parent training sessions, Parent Teacher Conferences, and the Parent Involvement Night. Further evidence will be student improvement in identified subgroups as evidenced by interim assessments and an increase in parents asking about grades, coming into the school for support, and thanking us for providing a supportive climate for the school wide community. |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |



## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

|   |
|---|
| Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound. |
| By June, 2016, all students who participate in the ELT program will demonstrate improvements in student work as evidenced by completion of CCLS task  |

### **Part 2 – ELT Program Type**

|  |   |           |  |            |
|--|---|-----------|--|------------|
| Is the ELT program voluntary or compulsory?  | X | Voluntary |  | Compulsory |
| If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.                              |   |           |  |            |
| Parental outreach by school staff, including parent coordinator, administration and teachers. Encourage and reward students who participate through celebrations and other acceptable means. |   |           |  |            |

### **Part 3 – ELT Program Description**

|   |
|---|
| The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.  |
| Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> <li>• Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.</li> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• Engage in outreach activities made to families.</li> </ul> |
| All students who are not at proficiency level in the NYS ELA and Math assessment. Additionally, any student who is identified and recommended by a teacher as struggling in a core content area.<br>The proposed ELT program will increase the amount an School Principal, Assistant Principals, Lead Teachers SLT, School Lighthouse team, CBO supervisory staff d quality of learning time, through before and after-school and summer programs and opportunities and through use of on-site CBO’s trained in our various on-line programs and supported by school staff and PD. Additional instructional time will be available to students through various on-line programs provided to students by the school (TTM, MyOn) accessible during off school hours including but not limited   |

to evenings and weekends. These systems can be monitored and analyzed by teachers and administrative staff to evaluate student usage and academic growth.

The ELT program will focus on increasing student academic achievement through enrichment. The ELT program's academic content aligns with CCLS and the Chancellor's city-wide expectations. The ELT program will be delivered by staff who have the capacity to deliver high-quality academic content. The ELT program will have a guidance component to address social/emotional needs of the students using the PBIS research-based model.

All instruction will be provided by a NYS certified teacher in that particular content area and this will be ensured by through the supervision of the Principal and the Asst. Principal.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

School Principal, Assistant Principals, Lead Teachers SLT, School Lighthouse team, CBO supervisory staff

**Part 4b.** Timeline for implementation and completion, including start and end dates.

August – September 2015 – Analyze data and identify target population

September – October parental outreach

September 2015- August 2016 program ongoing (dependent upon funding sources)

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

|  |                                |   |                  |   |                    |  |                         |   |                             |   |              |
|--|--------------------------------|---|------------------|---|--------------------|--|-------------------------|---|-----------------------------|---|--------------|
|  | <b>21<sup>st</sup> Century</b> | X | <b>Tax Levy</b>  | X | <b>Title I SWP</b> |  | <b>Title I TA</b>       | X | <b>P/F Set-aside</b>        | X | <b>C4E</b>   |
|  | <b>Title I 1003(a)</b>         | X | <b>Title III</b> |   | <b>PTA Funded</b>  |  | <b>SIG or SIF Grant</b> |   | <b>School Success Grant</b> |   | <b>Other</b> |

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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.

January, 2016, Midyear assessment of student progress based on the Review of student work portfolios by school administrators and program teachers.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



**Section 7: 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.)   |
|---|--|---|---|---|
| <b>English Language Arts (ELA)</b>          | <p>Students at Level 1 or 2 acc. to 2014 NYS ELA exam</p> <p>Level 1 or 2 Students who also are those scoring in lowest 20% of I Ready data –</p> <p>as needed, all (ESL &amp; ELA) students are offered 1:1 academic assistance</p> <p>Teacher referral for 1:1 language/ELA support based on observable low performance in class</p> <p>Support for First year gen ed setting- former ELLs (tested out)</p> <p>ESL</p> <p><i>‘newcomer’ ELLs, grade 7</i></p> <p><i>ELLs -offered to all ability levels</i></p> <p>Support for <i>former ELLs</i> in first year gen. ed. settings (NYSESLAT score=Prof.)</p> | <p>Tier One / Two)</p> <p>conference with teachers/ guided instruction &amp; review</p> <p>(Tier One-Two)</p> <p>tchr refinement of I-Ready program content to meet skill needs of student</p> <p>Teacher-led strategy or content instruction, specific to student needs</p> <p>reading skills development using a variety of strategies (e.g., Wilson, Great Leaps, Words My Way, --- ---)</p> <p>Cogen. Strategy (discussions, reflections, solutions, actions)</p> <p>MyON and tutoring</p> <p>Saturday program with ability-leveled groups. Smaller Classroom groupings for beginner ELL’s</p> <p>Cogen. Strategy (discussions,</p> | <p>SES – small group 10:1</p> <p>Tailored program for individual students (1:1, with tchr support)</p> <p>Individual and Small group (max. 5:1)</p> <p>1:1 or small group</p> <p>3 teachers: 7 students</p> <p>(repeat model in each of 4 major subjects)</p> <p>Small group (5:1)</p> <p>Medium to large groups (max 20:10)</p> <p>7 students confer with 3 teachers</p> <p>(repeat model in each of 4 major subjects)</p> | <p>Before and after school</p> <p>During school day</p> <p>teachers offer students appointments, 7:30am-2:30pm, M-F, min. 1/wk</p> <p>Before and during school</p> <p>Quarterly meeting and discussion during school hours</p> <p>Mornings with ESL teacher (5/wk)</p> <p>Saturday (3 hrs) – over 8 months</p> <p>Quarterly (4/yr) meetings and discussions during school hours</p> <p>F-Status Teacher To be hired</p> |

|   |   |  |  |  |
|---|---|--|--|--|
|   |   | reflections, solutions, action plans)  |  |  |
| <b>Mathematics</b>  | <p>Students at Level 1 or 2 acc. to 2014 NYS MATH exam</p> <p>Level 1 or 2 Students who also are those scoring in lowest 20% of TTM data –</p> <p>Students at-risk, by parent request or tchr rec</p> <p>Teacher referral for 1:1 MATH support based on observable low performance in class</p> | <p>SES</p> <p>Think Through Math, On-line program, self- leveled</p> <p>Think Through Math (see above)</p> <p>Teacher-led direct instruction targeting skill deficiencies</p> <p>-math skill development using a variety of strategies and opportunities for practice ( great leaps, NYS Math Coach student texts)</p> | <p>Small group 10:1</p> <p>Small group or individual</p> <p>Small group or individual</p> <p>- small group 1:10</p> <p>-1:1 or small group (max 1:3)</p> | <p>Before and after school</p> <p>Before, during and after school</p> <p>Before, during and after school</p> <p>-Before or during the school day</p> <p>-Before the school day (morning program)</p> |
| <b>Science</b>  | <p><i>Students who scored Level 1 or 2 on grade 8 NYS Science and those who also perform in lowest 20% of class</i></p> <p>Teacher referral for Literacy or math issues</p> <p><i>Tchr tutoring appts</i></p>   | <p><i>(SES) Supplemental instructional program with direct instruction and a TBD computer program</i></p> <p>See ELA, Math above</p>   | <p><i>Medium-sized groups (max. 1:15)</i></p> <p>As above</p> <p>Small group or individual tutoring as part of SES or teacher initiated program</p>      | <p><i>Mornings and afternoons</i></p> <p><i>(M-F)</i></p> <p><i>(as of Winter 2014)</i></p> <p>Before, during and after school</p> <p><i>Minimum 1/weekly</i></p>                                    |
| <b>Social Studies</b>   | <p>Teacher referral for Literacy or math issues</p>   | <p>See ELA, Math above</p>   | <p>As above</p> <p>Small group or individual tutoring as part of SES or teacher initiated program</p>  | <p>Before, during and after school</p>   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <p>ATTENDANCE</p> <p>Students whose pattern of absence is 8-10% (on-going</p> <p>Students displaying poor adaptive skills</p>   | <p>-home contacts</p> <p>-dialogue with student &amp; att. Team members –Success Mentors: paired with an adult for ‘check in’</p>  | <p>-1:1 (contacts)</p> <p>-1:1 or 1:2</p> <p>-4 students per 1 teacher</p>   | <p>-home contacts &amp; dialogue as needed</p> <p>-Mentor groups check-in daily</p>  |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>and/or negative social-emo behaviors (referrals or parent request)</p> <p>LMC/msw</p> <p>Students displaying poor adaptive skills and/or negative social-emo behaviors (referrals or parent request)</p> <p>CFL/SASF</p> <p>(Tier One /Two) intervention – open to all, some attend by recommendation</p> | <p>counseling with therapy action plans for indiv. students – also may include a family therapy plan as determined to be fit</p> <p>counseling with therapy action plans for individual students – also may include a family therapy plan as determined to be fit</p> <p>Homework assistance and tutoring provided</p> | <p>select small group counseling</p> <p>Largely 1:1, some select small group counseling</p> <p>Small Group</p> | <p>determined to be fit for each student; during the school day</p> <p>Once or twice weekly as determined to be fit for each student; during the school day</p> <p>Daily, after school</p> |
|--|--|--|--|--|

## Section 8: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
|---|
| <p>Recruitment:</p> <p>To recruit teachers, we work closely with our Network's human resources, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We continue to work closely with our Human Resources to ensure that all required documentation and assessment deadlines are met.</p> <p>Retention and Support:</p> <p>In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers provided by other teachers, administrators, as well as support staff from our Borough Field Service Center and District 15 Superintendent Office. Mentoring is implemented as per teacher requirements. Non-tenured teachers are given opportunities to learn about the tenure process and our network provides support in this area. Teachers are provided with PL in instruction, classroom management, parental involvement, and all areas of data use.</p> <p>We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a tool to track areas of need and progress. Teachers self-assess on a regular basis and confer with school leaders.</p> <p>All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site job-embedded trainings, modeling, and teacher team development.</p> <p>We are committed to developing a culture for learning and celebrating the success of our teachers. To this end, we encourage team events, opportunities for external learning, and highlighting exemplary work.</p> |

#### 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).

Our professional learning plan is guided by the NYC Chancellor’s Handbook for Professional Learning and provides for whole school and individual teacher support (August thru June, ongoing). Although much of the training will be differentiated with to meet the specific needs of individual teachers as well as subjects, all staff members will receive training and support in the use of data to inform instruction and understand the progress of all learners/subgroups

- September roll out of systematic analysis of data collection, monitoring and teacher conferencing, January check in for progress evaluation, June assessment, reflection and next steps. October thru June, on- going – teacher feedback sessions, October thru June ongoing Looking at Student Work protocol implementation
- Opportunities for differentiated professional development for staff members using the weekly allocated time as well as structured periods and events.
- Prepare teaching staff in NYC CIEs, CCLS and Instructional Expectations (on-going).
- Formal and informal cycles of observations will be conducted by school leaders using feedback and tracking progress September through June.
- Identification of point personnel, lead teachers, to support colleagues
- Principal and Assistant Principals provide workshops and teacher conferencing. Key personnel and other resources will include leadership, network support instructional leads and external consultants.
- Targets to evaluate our progress, effectiveness and impact will include: By November 2012 Our Network will complete a full day instructional walk with school leaders. Report will be generated and shared with teachers. Professional development will be designed based on needs assessment from the instructional walk-through.
- Visits from our network support group conducted as follow up in order to document progress.
- Frequent cycles of informal and formal observation
- Teacher mid-year, end-year evaluations and self-evaluation

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

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

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

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

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

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

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

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

n/a

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|--|--|---|---|----------------------------------|
|  |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic)                                 | Federal  | 571,343.00  |   |                                  |
| Title I School Improvement<br>1003(a)                  | Federal  |   |   |                                  |
| Title I Priority and Focus<br>School Improvement Funds | Federal  |   |   |                                  |
| Title II, Part A                                       | Federal  | 0   |   |                                  |
| Title III, Part A                                      | Federal  | 21,756.00   |   |                                  |
| Title III, Immigrant                                   | Federal  | 0   |   |                                  |
| Tax Levy (FSF)   | Local  | 3,802,377.00  |   |                                  |

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Charles O. Dewey, MS 136, 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. **Charles Dewey, MS 136** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### **School-Parent Compact (SPC)**

. **Charles O. Dewey, MS 136** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

| Part A: School Information  |                |
|---|----------------|
| Name of School: <u>136</u>  | DBN: <u>15</u> |
| This school is (check one):<br><input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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):<br><input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: _____  |
| Grades to be served by this program (check all that apply):<br><input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u><br># of certified ESL/Bilingual teachers: <u>2</u><br># of content area teachers: <u>2</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: \_\_\_\_\_ The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3 years) and potential long term ELLs (4-6years). We are increasing language acquisition and expansion of newcomers to improve academic achievement to prevent them from becoming LTEs. Our population for the Saturday Program is comprised of Freestanding ESL students. We currently have 87% Hispanic, 9% traditional Chinese and 4% Arabic. We opened this program to all of our ELL students based on data analysis from the in take process along with NYSITELL, students that were deemed SIFE on the Lens report, teacher assessment, findings from the ELL PLC Inquiry group, and RLAT report. Upon reviewing the data we found that the LTEs in our program increased in modalities, moved a level in proficiency on the NYSESLAT. We also noticed that the newcomers showed growth in writing on the NYC performance exam in the spring juxtaposed to the fall baseline. We have also noticed, that in disseminating the NYSESLAT modalities, we've noticed in the listening stimuli feature, that our newcomers conversational discourse and response to authentic task-based questions by expanding on Stanford's conversation analysis too in all ESL classrooms. We are still finding that in our analysis of the NYSESLAT, baseline writing sample, and Pearson's i-Ready baseline that we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing.

\_\_\_\_\_ The primary focus of the Title III literacy Saturday program to further develop English literacy and acquisition skills by increasing academic discourse, language, and proficiency expansion as outlined in the Framework for English Language Proficiency Development Standards (Corresponds to CCSS and NGSS and CALLA Handbook) on discipline specific content knowledge to deepen understanding . During the school day, all teachers use sheltered English strategies in order to assure the acquisition of English which supports the Saturday teacher's supplemental methods. To ensure that all teachers are promoting active and generative processing for all our ELL student population we use target academic words (justify, evaluate, evidence) that are reinforced during the school week and in the Saturday Program. To align the Saturday program to the schoolwide goals, the teacher uses a form of data driven instruction with on-going feedback to the classroom teachers. The Literacy program will use research based ESL programs (Steck Vaughn (grammar), English is Fun, Vocabulary Connections) that offer standards based instruction with specialized strategies for Ell's and Attanasio's Getting Ready for the NYSESLAT , will also be used to build upon the lack of academic skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. We strive to have our classroom and Saturday program libraries rich in informational text that according to ccss serve as a platform for anchoring instruction about words and structured conversations ( a form of the CAT tool). These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Student assessments will be ongoing and include a baseline, unit assessments, oral presentations, modified CAT, student goal setting, one-on one conferencing with students, project evaluation, teacher's observations and a post test. In addition to the text that are utilized in the proposed program, the teacher will incorporate the use of data driven technological programs like Rosetta Stone software, Sussessman MYon reading program, and Pearson's i-Ready to close the global achievement gap. Each program individualized where each student will work at his or her own pace to maximize multiple entry points. School outings will provide cross-cultural connections as well as language building and life skills. Students will be able to apply new skills to prior knowledge in order to assess and reflect on English language acquisition.

The Saturday Morning Program is designed as described below:

## Part B: Direct Instruction Supplemental Program Information

- I. 2 teachers licensed in ESL/bilingual will provide instruction to 45 freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA
- II. Each class will be composed of 15 students in a rotating model
- III. The session will begin on October 18, 2014 and end on April 18, 2015.

## Part C: Professional Development

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

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

Begin description here: We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on NYSESLAT (if available), NYSITELL, Spanish Lab, ARIS reports, 2013-2014 Leadership notebooks, Informal reading inventories, ELA Exam (if available), Pearson i-Ready baseline diagnostic, and schoolwide baseline writing assessment off of the 2013-2014 NYC performance exam.

ESL/Literacy:

All ESL/bilingual teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies utilizing SIOP/CALLA/WIDA/IES (national center for education evaluation -institute of educational sciences)/descriptors on engageny (bilingual framework) language Proficiency descriptors- English language learners can do booklet
- scaffolding instruction in literacy- differentiated for beginners, intermediate and advanced learners.
- language acquisition - Stanford Framework for language using the CAT rubric
- Implement Critical thinking based programs to support language development for our newcomers. Reading workshop technology based program grant to support language development for our long term Ells.

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics (engageny bilingual framework)
- the effective use of math strategy charts (Stanford CAT rubrics on constructive conversation skill starters)
- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several Harvard ELL methodology action focused meetings throughout 2013-2014 year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an integral part of the Harvard and Stanford (boosting ELL achievement through teacher practice) cohort research group. All staff members participate in weekly professional learning communities (using student leadership portfolios, data portfolios, Skedula, ATLAS, google classroom, and tuning protocol review of student work process, SIOP and CCLS ) focusing on student intervention needs regarding academic language, formal assessments and cognitive disabilities. A strong support model has been developed due to the fact that all teachers choose the NYSESLAT for their local MOSL as a school target population for academic intervention; all teams consist of general, special, and ESL pedagogues. All staff members have attended numerous PD's on the SIOP model and many content area teachers have participated in Professional Development workshops through the NYC office of ELLS and DELLSS.

## 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: Middle School 136 has a wide range of parental involvement activities. We started the school year off with large parent turn out for curriculum night with a focus on the Franklin Covey Leader in Me Program. To continue that momentum and cultural connections the school wide population is involved in an international night with PTA volunteers. We currently have over 50 PTA members in place that will hold meetings and school leadership meetings monthly to create sustainability. Starting in October, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math, Leader in Me parenting guide, and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least four a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and SASF (sports and Arts Foundation) to educate the whole child, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, acedoctal and progress reports. As well as login in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the Real Life English Grammar Series, Rosetta Stone, smartboard and laptops. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- The librarian is supporting native language resource materials by having them available in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The common core guide and Leader in Me packets were handed out (which were grade and language specific) to provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 uses every Tuesday to contact and schedule for parent/teacher conferences to ensure lines of communication about their children academic achievement. The school will provide a warm and supportive climate
- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with

### Part D: Parental Engagement Activities

parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel

- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

### Part E: Budget

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

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

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

**Part E: Budget**

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

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

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Travel          | _____           | _____   |
| Other           | _____           | _____   |
| <b>TOTAL</b>    | _____           | _____   |

**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 <b>15</b>                  | Borough <b>Brooklyn</b> | School Number <b>136</b> |
| School Name <b>Charles O. Dewey</b> |                         |                          |

### 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 <b>Eric Sackler</b>  | Assistant Principal <b>Sarah Monteleone/ELA</b>                    |
| Coach <b>Harriet Hoffman/ENL PCT</b>                                     | Coach <b>Megan Blase/ELA PCT</b>                                   |
| ENL (English as a New Language)/Bilingual Teacher <b>Danielle Siegel</b> | School Counselor <b>Alex Jelcic</b>                                |
| Teacher/Subject Area <b>Nancy Landau/Sci PCT</b>                         | Parent <b>Margarita Papalotzi</b>                                  |
| Teacher/Subject Area <b>Concetta Ortiz/Math</b>                          | Parent Coordinator <b>Damaris Garcia</b>                           |
| Related-Service Provider <b>Jessica Lovinger/Speech</b>                  | Borough Field Support Center Staff Member <b>Tatyana Ulubabova</b> |
| Superintendent <b>Anita Skop</b>   | Other (Name and Title) <b>Xin Rong/ENL</b>                         |

### 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            | <b>5</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>4</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>9</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>1</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>1</b> | 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]     | <b>0</b> | Number of special education teachers with bilingual extensions                      | <b>1</b> |

### D. Student Demographics

|  |            |                      |            |   |              |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>497</b> | Total number of ELLs | <b>181</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|------------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |                                       |                                       |                                       |                            |                             |                             |
|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | K <input type="checkbox"/>            | 1 <input type="checkbox"/>            | 2 <input type="checkbox"/>            | 3 <input type="checkbox"/> | 4 <input type="checkbox"/>  | 5 <input type="checkbox"/>  |
|   | 6 <input checked="" type="checkbox"/> | 7 <input checked="" type="checkbox"/> | 8 <input checked="" type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |   |    |   |    |
|-----------------------------|-----|---|----|---|----|
| <b>All ELLs</b>             | 181 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 67 | <b>ELL Students with Disabilities</b>                     | 16 |
| <b>SIFE</b>                 | 19  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 71 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 43 |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 67                                      | 12   | 2   | 71  | 10   | 9   | 43   | 0    | 5   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 1

## 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        | 0        | 0        |          |          |          |          | 0        |
| SELECT ONE   |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| SELECT ONE   |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* 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       |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section is for Dual Language Programs Only**

|   |  |
|---|--|
| Number of students (students fluent in both languages):<br><u>0</u> | Number of students who speak three or more languages: <u>0</u> |
|---|--|

| 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  |          |          |          |          |          |          | 56       | 46       | 35       |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          | 3        | 4        | 1        |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          | 4        | 4        | 4        |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          | 1        |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other English                                  |          |          |          |          |          |          | 10       | 10       | 3        |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## 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 |
| <b>Entering</b><br>(Beginning)                                   |   |   |   |   |   |   | 2 | 6 | 3 |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   |   |   |   |   |   |   | 1 |   |   |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)                                |   |   |   |   |   |   | 1 |   | 1 |   |    |    |    | 0     |
| Total  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA                                       |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE |   |   |   |   |   |   |    |   |    |   |    |    |    |       |
|--|---|---|---|---|---|---|----|---|----|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Total  |   |   |   |   |   |   | 12 | 1 | 14 |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 36      | 13      |         |         | 0     |
| 7       | 53      | 7       |         |         | 0     |
| 8       | 49      | 6       |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        |         |    |         |    |         |    |         |    | 0     |
| 4        |         |    |         |    |         |    |         |    | 0     |
| 5        |         |    |         |    |         |    |         |    | 0     |
| 6        | 53      | 11 | 10      |    | 3       |    |         |    | 0     |
| 7        | 54      | 20 | 10      |    |         |    |         |    | 0     |
| 8        | 42      | 40 | 13      | 5  | 2       | 1  |         |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     | 22      | 21 | 30      | 19 | 5       | 5  |         |    | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

1. 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.

Every student is assessed using a research based online program i-Ready ,which uses Fountas and Pinnell, along with a baseline from Visions, NYSITELL, Gates MacGinitie, AMAO grouping, and Spanish LAB. The data shows that many of our ELL students (despite their levels on the NYSESLAT-if applicable) on average are reading 3 to 4 grade levels below. This data is expected for our newcomer and SIFE population but not our Transitioning/Commanding LTE students that come from an elementary dual or TBE setting. We are using this data, along with SIOP lesson plans and language acquisition in all content areas to support language development, and the WIDA checklist/new language progressions/NYS CCSS 6-8 Speaking Standards aligned with CCLS and ESL methodologies to scaffold their baseline skills in literacy. Therefore, further supporting the students with tools to help them in navigating higher levels of text. However, for the Transitioning/Commanding ( and recently proficient) students we are using Expeditionary Learning CCLS modules along with higher order texts to engage all level learners.

The Language Proficiency Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data is reviewed throughout the school year (usually starting in August when NYSESLAT Data is available and in July when ELA-Reading data is available). We are constantly monitoring our data to look for patterns and performance as to avoid misinterpreting language acquisition as a learning/ language disability. Base upon our inquiry review cycles, we adapt instruction based on formative assessments and student learning. After careful review of various school accountability reports including the most recent quality review, school-wide assessment data for the 2013-2015, and the learning environment survey, we developed the following CEP goals around ENL instruction:

Capacity Framework Element 1 – Rigorous Instruction

By June 2016, students who are continuously enrolled from September through June will demonstrate growth on the ELA (in-house administrated MOSL using the CC NYS ELA writing rubric) benchmark/initial Math benchmark exams from Fall 2015 to Spring 2016 as measured by ELA (in-house administrated MOSL using the CC NYS ELA writing rubric) / math end of year benchmark exams.

ELA Data Analysis from 2013 & 2014 NYS CCSS exams ( for all students)

ELA Data Analysis of our Spring 2014 8th Grade Graduating Class (Currently in 9th grade)

Analysis:

Promoted 8th grade students (June 2014)

Based on 2012-2014 data: Lev. 1s decreased by 14.06%, Lev 2s increased by 10.5%, Lev 3s increased from 2.32%. We lowered our level ones.

ELA Data Analysis of our Spring 2015 8th Grade Graduating Class (Currently in 8th grade)

Analysis:

Lev. 1s decreased by 5.41%, Lev. 2s increased by 4.19%, Level 3s increased by 2.09%. We were more successful in moving our level 1s to 2s.

Impact: Our school is proud to have shown growth in level 3s by 4.41% on the NYS CCSS ELA exam and by 11.07% on the NYS CCSS Math exam from 2013 – 2014.

In 2014-2015, out of 192 ENLs, 30% increased by either one or two levels and that is without showing growth within levels. We have found that by using the AMAO tool based on current student enrollment, NYS ELA, and NYSESLAT data will be inconsistent from one year to the next due to the change (phase 2) of the NYSESLAT. The NYSESLAT is now much more aligned to the NYS 6-8 writing rubric with the targets of measurement and the performance level descriptors, which the inquiry team hopes will give us a clearer picture of progress. For this year, anticipating that the exams will change again (the introduction of the PARCC exam) the Language Proficiency Team has decided to include the Academic Intervention Specialist, the Reading Coach, the Science Coach, the Math Coach, the ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher, a Special Education Teacher, a Speech teacher, and a literacy teacher to evaluate the current baseline assessments that we administered and review of student work as a team. Through our data findings so far, administration has created two separate professional learning communities to focus on specific data relevant to different ELL subgroups. We currently have one inquiry professional learning community focused on SWD ELL learners. This group is comprised of an administrator, ELA Coach, ELL Coordinator, 2 ESL teachers, and a Special Education Coach. The focus lens from 2014-2015 school year was on navigating higher order texts, providing RTI based on formative assessments, Pearson's iLit online reading monitoring program, and review student progress in all content areas using the similarities in characteristics between language and learning disabilities. For true data research, the groups findings are null/void until there are two years of consistency on NYS ELA/math/NYSESLAT exams. However, as stated before, until this happens, the team has decided that the target population will be tracked based on students reading on grade level (Fountas and Pinnell levels) and their progress on Curriculum Associates' i-Ready. The other inquiry team is looking at our target LTE subgroup that receives EngageNY Expeditionary Learning CCLS modules, and/or Think Cerca. Each PLC turn-keys their findings with each other, administration and the staff to further drive academic achievement for our ELLs.

From 2014-2015 data, on the RLAT in ATS and the AMAO, we have found that our incoming LTE sixth graders had a significant drop in critical thinking skills and analysis of evidence (between grades 2-5). We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those who are not proficient in their native language. The advanced ELLs who were approaching the LTE level, reached a plateau on the NYSESLAT and became our target subgroup for ELAND evaluation if they already had an IEP. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSESLAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

After reviewing the current 2015 NYSESLAT scores, we have found that students who normally perform low in writing showed growth because of the focus lens on questioning techniques, common use of the NYS 6-8 writing rubric, prompts were aligned, formative extended response writing samples in all content areas and overall consistency of delivery of instruction. The schoolwide focus for 2016 is to continue to drive writing and vocabulary across all content areas with a unified focus on critical thinking questions and writing prompts to engage students in further analysis of evidence and justification in reasoning in all content area classes.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

After reviewing the current 2015 NYSESLAT scores, we have found that students who normally perform low in writing showed growth because of the focus lens on questioning techniques, common use of the NYS 6-8 writing rubric, prompts were aligned, formative extended response writing samples in all content areas and overall consistency of delivery of instruction. The schoolwide focus for 2016 is to continue to drive writing and vocabulary across all content areas with a unified focus on critical thinking questions and writing prompts to engage students in further analysis of evidence and justification in reasoning in all content area classes.

However, as expected those students that performed proficient on the NYSITELL were able to progress more rapidly than those that scored on a beginner level. Any student that scored advance on the NYSITELL scored on a higher level on the NYSESLAT writing than that of a beginner on the NYSITELL. In some cases, if a child scored transitioning on the NYSITELL, the team decided to push the child and place them in an advanced free standing ESL class where the child exceeded the teams expectations in this placement.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

When we look at the data, obviously, the first thing we notice is that our 8<sup>th</sup> grade students are not in the equation but our current incoming 6<sup>th</sup> graders are. Therefore, our inquiry teams have difficulty analyzing and tracking progress as those results are gone. The tool does not allow us to see the full scope and sequence of our interventions and whether we were successful or not. This information then off sets our data and is not a true reflection of progress. However, the team does look closely at the flagged information regarding tiers of suggested intervention and align them to the curricula and current supports in place. The impact of this work over the past few years with this inquiry process has been the following:

The current AMAO data for 2015-2016 starts our year off with 63 students incoming 6<sup>th</sup> graders who did not achieve proficiency on the NYSESLAT. This is the case each year. In 2014-2015, out of 192 ENLs, 30% increased by either one or two levels and that is without showing growth within levels. We have found that by using the AMAO tool based on current student enrollment, NYS ELA, and NYSESLAT data will be inconsistent from one year to the next due to the change (phase 2) of the NYSESLAT. The NYSESLAT is now much more aligned to the NYS 6-8 writing rubric with the targets of measurement and the performance level descriptors, which the inquiry team hopes will give us a clearer picture of progress.

- 87% of students passed core subject 2014-2015.
- The School Quality Snapshot indicates the school is closing the achievement gap. ELLs are making good improvement in ELA, and excellent improvement in math, special needs students are making excellent improvement in ELA and good improvement in Math, low performing students are making good improvement in ELA and Math
- Targeted instruction based on formative feedback.
- Targeted skill focused grouping.
- Targeted action planning/goal setting.
- Revision and reflective planning.
- Progress monitoring evidence of student improvement.
- Student progress.
- Increased teacher collaboration.
- Increased knowledge of how students learn best.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Steps taken to align the curricula to the Common Core Learning Standards and/or content standards to meet the needs of the ENL instructional shifts:

- Instructional staff members identify CCLS and align lessons from the common core aligned resources accordingly.
- Teachers identify gaps in curriculum resources and utilize supplemental material to close the gaps.
- Instructional staff members collaborate weekly during 45- minute planning sessions to develop common core aligned lessons and tasks using common core aligned resources as mentioned above.
- Instructional staff members collaborate monthly during 80- minute planning sessions to review/refine curriculum maps and lessons, inter-visitations, gather student data by using the Advance data analysis protocol, and track departmental WIGS (goals).

Curriculum Planning based on formative assessments:

- Teachers use the same language in referring to the CCLS, SIOP, and speaking and writing CCLS standards (Coherence).
- Planning is aligned to the schools' instructional focus with a lens on improving questioning and discussion techniques.
- Inquiry team meetings focus on looking at student work in determining the needs of all learners. Informed instructional decisions are influenced by student data.
- Weekly common planning meetings allow teachers to review and refine lessons based on data collected from assessments that indicate mastery of content.
- Higher-order thinking questions are developed using the CALLA handbook, Webb's DOK wheel and review of Stanford's CAT (conversation analysis tool) rubric.
- All teachers have access to Rubicon Atlas Curriculum Mapping and GoogleDocs.
- Refinement of academic tasks to ensure all learners have access to the tasks.
- Vertical and horizontal action teams to ensure all learners are supported.
- Academic and content vocabulary are routine and accessible in all classrooms.
- Use of SIOP, content and language objectives in all lessons to improve language acquisition.
- Tiered vocabulary support at-risk learners.

- Rubric-oriented comments with next steps are provided by teachers and scholars.
- Items skills analysis provides data based on mastery of standards.
- Conferencing to identify strengths and weaknesses.
- Use of relevant technology and appropriate tasks to support closing the achievement gap.
- Curricula promotes college and career readiness.
- Authentic learning includes collaborative, small group and independent work.
- Student to student accountable talk sharing knowledge building upon student led conference process and development of 21st Century skills.
- Writing and response to literature promotes critical thinking.
- Assignments offer real-world connections.

The school uses i-Ready in conjunction with Visions and MyOn.com to periodically assess students. The home language is incorporated in dual language books and quizzes. The team monitors this progress closely and provides individual tiered intervention as needed. The student is tracked with the NYS CCSS 6-8 writing rubric and language progressions (acquisition tracking rubric) along with classwork and portfolio work to track progress. Also, students are required to personally track and reflect on organizational and academic goals each marking period. This process is monitored with a one-to-one advisor at the end of each school day.

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](#).]

When we look at the data, obviously, the first thing we notice is that our 8th grade students are not in the equation but our current incoming 6th graders are. Therefore, our inquiry teams have difficulty analyzing and tracking progress as those results are gone. The tool does not allow us to see the full scope and sequence of our interventions and whether we were successful or not. This information then off sets our data and is not a true reflection of progress. However, the team does look closely at the flagged information regarding tiers of suggested intervention and align them to the curricula and current supports in place. The impact of this work over the past few years with this inquiry process has been the following:

- Students write and reflect on teacher comments and feedback to improve skills using our reflective feedback forms; revealing “glows and grows”.
- The current AMAO data for 2015-2016 starts our year off with 63 students incoming 6th graders who did not achieve proficiency on the NYSESLAT. This is the case each year. In 2014-2015, out of 192 ENLs, 30% increased by either one or two levels and that is without showing growth within levels. We have found that by using the AMAO tool based on current student enrollment, NYS ELA, and NYSESLAT data will be inconsistent from one year to the next due to the change (phase 2) of the NYSESLAT. The NYSESLAT is now much more aligned to the NYS 6-8 writing rubric with the targets of measurement and the performance level descriptors, which the inquiry team hopes will give us a clearer picture of progress.
- Based on growth scores on NYS exams, the school went from ‘In Need of Improvement’ to ‘Good Standing’. The school community is looking to further this progress through student initiative on academic growth, process, and tracking of progress in different learning modalities.
- 89% of students passed core subject 2013-2014. Still waiting on current data.
- 77% of students passed the Integrated Math regents Exam 2013-2014. Still waiting on current data.
- 65% of students passed the Living Environment Regent 2013-2014. Still working on current data.
- The School Quality Snapshot indicates the school is closing the achievement gap. ELLs are making good improvement in ELA, and excellent improvement in math, special needs students are making excellent improvement in ELA and good improvement in Math, low performing students are making good improvement in ELA and Math
- Targeted instruction based on formative feedback.
- Targeted skill focused grouping.
- Targeted action planning/goal setting.
- Revision and reflective planning.
- Progress monitoring evidence of student improvement.
- Student progress.
- Increased teacher collaboration.
- Increased knowledge of how students learn best.

6. How do you make sure that a student’s new language development is considered in instructional decisions?

Based on our stand alone ENL model and the requirements of the Common Core State Standards, we baseline assess all students using a variety of research based tests (including NYS performance assessments). All through schoolwide professional development around SIOP strategies and the importance of building background knowledge of native language learners is important as per the

understanding language initiative, the emphasis is on English academic language acquisition. Content area teachers have language objectives in all lessons for students to convey their levels of understanding. The Assistant Principal and the ESL coordinator were also enrolled in the Stanford online course focusing on the Common Core State Standards for English ELA and Mathematics emphasizing on improving the quality of student-to-student discourse as a major feature of instruction. The Language Proficiency Team has decided to have a schoolwide focus around the Conversational Analysis Tool as a dual assessment where students and teachers are responsible for monitoring their own learning and time on task. This tool is in conjunction with the schoolwide focus on the Danielson Framework, specifically, 3B- Using Questioning and Discussion Techniques. Evidence of using questioning and discussion techniques are visible in lesson plans where each teacher embeds open-ended questions during instruction. Students answer questions independently, with a partner, and during group discussions documented using the CAT or through the language objective. Teachers infuse assessing, advancing and enduring understanding questions during math instruction along with socratic circles. Teachers use Webb's DOK, SIOP, and Beers and Probst "Notice and Note", "Strategies for Close Reading", Leaders of Their Own Learning" and the book "Transformational Literacy" to further develop critical thinking questions across content areas. A review of lesson plans and observation reports indicate more teachers are asking higher level questions, thus engaging students in critical thinking. The new standards specifically describe the importance of students understanding the reasoning of others and engaging in meaningful conversations using evidence for claims. Common classroom activities such as whole class discussions, jigsaws, think-pair-shares, socratic seminars, empathic listening circles, accountable talk stems provide adequate opportunities to engage all leveled learners in academically rich, back-and-forth dialogues.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The Language Proficiency Team monitors systems and structures within our freestanding program by:
  1. Teachers create learning targets and aligned assessments based on state and common core standards, then use the learning targets to guide selection and analysis.
  2. Teachers establish a culture of looking at data to further develop student's literacy.
  3. Establish class norms, ensuring that student voice and choice is heard, and that everybody meets their goal.
  4. Monitor curriculum maps, units, lessons plans and assessments for evidence of instructional focus during supervisory instructional rounds and provide feedback to school community and teacher teams.
  5. Monitor teacher effectiveness implementation for evidence of instructional focus during supervisory instructional rounds focused on examining low inference notes, alignment of evidence to rubric, quality of feedback, support provided and it's impact on future practice with emphasis on power competencies (1e, 1f, 3b, 3c and 3d).
  6. Design lessons that demonstrate how student's self reflect on work, e.g. correction procedures and post assessment reflections.
  6. Reevaluate and adjust the instructional plan during each unit module beyond the mid-year school wide goal progress check-in to ensure that all students are successful based on the data examined.

Impact to Date: All content area teachers across the grades are adapting and utilizing unit assessments to develop flexible groups. Therefore, more students ( 89 % )are passing core subjects as noted by School Quality Snapshot, 109 of students enrolled in at- risk morning and afternoon reading and math programs along with 58 students in the Title III Saturday program, which are demonstrating progress as measured by pre and post-tests, departmental formative assessments, conferencing notes, and reflection sheets, etc. This information is based off of i-Ready, a supplemental computer program, which indicates that 8.2% of students have demonstrated growth and are likely to meet their ELA target by the end of the year. We envision that the 146 students enrolled in the Saturday Test Prep Academy will also increase that percentage.

## 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.

At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who presents a Home Language Identification Survey (HLIS)—translated into nine languages—to parents of new New York admits on day 1. As well as, those that have not been out of a New York State school for at least 2 or more years to determine what language the child speaks at home. This process also includes an interview in the parents' home language and to those students that originally went through an identification process and have been out of NYC or NYS school for 2 or more years as well. Mr. Rong, Mrs. Altehari, and Ms. Jelcic assist the parents with the Chinese, Arabic, Spanish HLIS to ensure understanding (on day 1 during intake process). If it is determined that the child comes from another school in NYS out of the NYC area, then the school Pupil Personnel Secretary submits a NYS transfer ELL data request form to the school that the child is transferring from to obtain ELL records and related documents (on day 1 during intake process). Once it is determined that they have a home language other than English than all students are administered the NYSITELL and the Spanish LAB (day 2 or 3 after full enrollment) to those whose language is Spanish. Then the ENL Identification Team places the child based according to their English Proficiency Level (after testing and day one of enrollment-completed within 4 days of initial enrollment).

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).

A ESL licensed member of the Language Proficiency determines if the child has had 2 or more years of interrupted education based on the HILS and informal discussion with the guardian. Then a formal SIFE oral interview is administered for a newcomer who is new to the New York City school system to determine if they are two or more years behind in their education. SIFE oral interviews are conducted in the student's native language as per DOE regulations through translators provided by the school (Chinese Translator, Mr. Rong, Arabic Translator, Mrs. Altehari, Spanish Translator, Ms. Jelcic) however, overseen by Harriet Hoffman. This information along with HILS also supports placement in the proper program. If a student is re-admitted to the New York City school system, both RESI and RLAT reports are generated to screen for prior testing history. If the child is determined SIFE then a trained pedagogue administers the LENS. SIFE status is determined within 12 months of initial enrollment. Once a SIFE scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed. However, if a newcomer that originally was not determined a SIFE from initial enrollment is having difficulty in the classroom, then the Language Proficiency Team asks for documentation from the student's teachers in their native language and English of baseline assessments, student work, and writing samples prior to 30 days since enrollment. The team uses the chart in the ELL Policy to review the student work with SBST and determines if the child should be administered the LENS (language based learning) or RTI (a disability) prior to an initial referral.

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).

The school has a Language Proficiency Team that consists of Mrs. Monteleone (administrator), Mrs. Hoffman (ENL licensed coordinator), Ms. Jelcic (Spanish speaking guidance), Mrs. Altehari (Arabic speaking guidance), Ms. Gouchnour (IEP teacher-licensed special education), Mr. Rong (Chinese speaking ENL teacher), Ms. Walsh (ELA licensed AIS coordinator), and Mrs. Damaris Garcia (Spanish speaking parent coordinator). The team has to review incoming records and reviews evidence of the student's English language development. The team then uses a baseline assessment where the results are reviewed to determine if the child has to take the NYSITELL or not. If the student takes the NYSITELL and it is determined that the child is an ELL then the ENL intake process continues with all students. If the LPT determines that the child is not an ELL, then a recommendation is sent to the principal to review and decide if the child should take the NYSITELL. If the student takes the NYSITELL and the child is determined to be an ELL, then the ENL intake process takes place. If the principal deems that the child should not take the NYSITELL, then this case is sent to the superintendent for review. The LPT team is to then notify the parent/guardian within 3 days of the decision. If the superintendent determines that the student should not take the NYSITELL, then the parent is notified 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 parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the NYSITELL, the parent is given an Entitlement Letter within 5 days, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong, Mrs. Altehari, and Ms. Jelcic call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ENL binders.

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).

Participation in ENL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys, we have noticed that the trend in program choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Stand Alone ENL Program because of the Common Core Learning Standards. Therefore, the school has changed our programs to Stand Alone ENL classes on each grade. At this time, they deem a Stand Alone ENL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade. At intake process all parents/guardians over the age of 18 are notified that they have 45 days to appeal placement if they deem fit.

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.

The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the NYSITELL, the parent is given an Entitlement Letter within 5 days, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent cannot attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong, Mrs. Altaheri, and Ms. Jelcic call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ENL binders.

The Language Proficiency Team reviews each child's progress since entering the school. The teachers consistently reach out to their guardians regarding their child's language acquisition progress. Individual letters are sent home during student led conferences (October) to set up individual meetings (December-January) for ENL guardians regarding language acquisition and what it means based on their child's past progress and what their goals should be to reach proficiency. There is a follow up meeting in March during student led conferences on progress to revisit goals prior to testing.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the NYSITELL, the parent is given an Entitlement Letter within 5 days, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong, Mrs. Altaheri, and Ms. Jelcic call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ENL binders.

Participation in ENL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys, we have noticed that the trend in program choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Stand Alone ENL Program because of the Common Core Learning Standards. Therefore, the school has changed our programs to Stand Alone ENL classes on each grade. At this time, they deem a Stand Alone ENL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade. At intake process all parents/guardians over the age of 18 are notified that they have 45 days to appeal placement if they deem fit.

Through our process and follow up we have been successful with 100% return on Parent Selection Forms as of now.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We have 100% return at this time. However, in the case that forms are missing, Ms. Garcia, Mrs. Hoffman, Mr. Rong, Mrs. Altaheri, and Ms. Jelcic call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. If this is not successful, then the school will use the district's attendance teacher to make home visits on our behalf.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are distributed immediately upon completion of parent selection. This is modified when a child is deemed not an ELL after taking the NYSISTELL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documentation is placed in the child's cum records upon completion. There are also ENL binders in the principals's office by grade and class that contain all documentation from the intake process and are monitored through out the year with intake/discharge process by the language proficiency team.
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.  
An RLER report is run off of ATS to determine students that are eligible for the NYSESLAT. The NYSESLAT is administered the same way as the NYS ELA and Math exam as per the NYS testing memo. The speaking is administered in a pull out manner, covering ESL certified staff to proctor and record each student in the mandated testing window adhering to the NYS testing memo guidelines. Based on our large ELL population, we lock down a wing of the school and administer each part of the exam separately, taking into account all testing accommodations, for example, students who need a scribe, ICT students, DQR and QRA students. Students that are absent take the portion they missed during the make up window of time. The exam is kept in a secure, administrative location, packed and ready for pick up.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The Language Proficiency team along with the parent coordinator ensure that continued entitlement letters and transitional support letters are sent out to guardians.
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).  
Participation in ENL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys, we have noticed that the trend in program choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Stand Alone ENL Program because of the Common Core Learning Standards. Therefore, the school has changed our programs to Stand Alone ENL classes on each grade. At this time, they deem a Stand Alone ENL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade. At intake process all parents/guardians over the age of 18 are notified that they have 45 days to appeal placement if they deem fit.

## Part V: ELL Programming

## A. Programming and Scheduling Information

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

There are 9 standalone ENL classes across three grades. Our Standalone ENL classes are taught in English using the CCLS modules from engageny.org. All teachers providing ENL services are city and state certified and all content area teachers are trained to use the SIOP model. The teachers providing ENL services for our SIFE students are trained in second language acquisition theory, ENL and sheltered methods, based on need, some classes have a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Teachers continue to monitor ELL student progress (e.g., student work, formal and informal assessments, test results, journals, Leadership Notebooks, WIDA checklist, CAT, unified rubrics, etc.), and systematically adjusts instructional planning based on a wide of the evidence and data gathered. Content Area Teams use the Tuning and ATLAS protocol when evaluating student work. Several content core teachers hold a QTEL, bilingual, and TESOL certificate as well. Students are in a co-teaching environment for English instruction with one certified ENL teachers and one content area teacher. All ICT classes have a SPED and content area, along with an ENL certified teachers for English instruction. The ENL freestanding ESL classes travel together as a group for the advanced/transitional students with 90 minutes in their core content area classes of ESL instruction. The beginners/entering/low intermediate emerging are homogeneously grouped where they receive 2 units of ESL instruction with teacher monitoring and assessments in English with supports in their native language. Content/ESL Teams meet weekly, during school hours, to discuss formal and informal assessments, findings, and evaluate student work. They also meet weekly, during extended time, to then plan, add, or edit their lessons based on their findings. This also pertains to modifying the CCLS modules to meet the student's individual needs.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Beyond the Free standing units of ENL and ELA instruction delivered each week by a highly qualified teacher, those students that are recently proficient 2013-2015, receive units of instruction in core content areas through integrated instruction by an ENL teacher. Students in this category receive .5 units of ENL instruction to further language development.

There are 9 standalone ENL classes across three grades. Our Standalone ENL classes are taught in English using the CCLS modules from engageny.org. All teachers providing ENL services are city and state certified and all content area teachers are trained to use the SIOP model. The teachers providing ENL services for our SIFE students are trained in second language acquisition theory, ENL and sheltered methods, based on need, some classes have a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Teachers continue to monitor ELL student progress (e.g., student work, formal and informal assessments, test results, journals, Leadership Notebooks, WIDA checklist, CAT, unified rubrics, etc.), and systematically adjusts instructional planning based on a wide of the evidence and data gathered. Content Area Teams use the Tuning and ATLAS protocol when evaluating student work. Several content core teachers hold a QTEL, bilingual, and TESOL certificate as well. Students are in a co-teaching environment for English instruction with one certified ENL teachers and one content area teacher. All ICT classes have a SPED and content area, along with an ENL certified teachers for English instruction. The ENL freestanding ESL classes travel together as a group for the advanced/transitional students with 90 minutes in their core content area classes of ESL instruction. The beginners/entering/low intermediate emerging are homogeneously grouped where they receive 2 units of ESL instruction with teacher monitoring and assessments in English with supports in their native language. Content/ESL Teams meet weekly, during school hours, to discuss formal and informal assessments, findings, and evaluate student work. They also meet weekly, during extended time, to then plan, add, or edit their lessons based on their findings. This also pertains to modifying the CCLS modules to meet the student's individual needs.

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.

Beginners/Emerging/Low Intermediate receive 2 unit of standalone ESL instruction on a weekly basis. ESL instruction for Transitioning and Expanding ENLs are aligned to state mandated ELA modules for CCLS with ESL methodologies which include WIDA, focusing on the development levels of all four language skills: listening, speaking, reading and writing with 2 units of standalone ESL instruction. All ESL instruction for the ELLs is also aligned to CCSS and the new NYSESLAT

format. However, Beginners/Emerging/Low Intermediate instruction has more of a focus on building language acquisition using WIDA, new language progressions and the bilingual initiative, i-Lit, Visions, Marzano 6-steps for writing, Stanford CAT rubric for speaking, and components of NYS CCSS Expeditionary Learning modules. Standard based lessons are consistently adapted to cover NYS Standard Skill based information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced in all content area classes. Teachers create their lessons and units during common planning time based on formal and informal assessments of bi-weekly Fountas and Pinell reading levels from Curriculum Associates i-Ready, along with unified teacher created formative assessments, Gates MacGinitie, Curriculum Associates i-Ready, ThinkCerca, an online curriculum creator called ATLAS, Google classroom, GoogleDocs, Evernote, and DropBox to drive differentiated instruction and keep the lines of communication open in all content areas. Teachers differentiate the lessons by rotating student groups, station learning, student centered, modified homeworks, modified tests, modified units, UBL in the classroom to maximize learning, and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, iXL, i-Ready, Keys to Learning, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Wilson, WIDA, and Fountas Pinell reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum during the school day and at home for reinforcement. All programs are used to promote language development, content area instruction, and build on their depth of knowledge. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

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

Refer to number 3 in process and 1,3,6 in programming.

Besides what is stated above, the ENL teachers along with the LPT, the testing coordinator, and administration survey the students every few months to see if they have made progress in their native language and in English. This is done through student work, oral conversations, use of the Conversation Analysis Tool, language paraprofessionals, and online instructional programs set to their native language.

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

Administration, the Language Proficiency Team, and the ESL teachers review student data from formative assessments in the four modalities on a monthly basis to ensure that the child is in the right placement and to inform instruction. This data is then used at the conference with the parent/guardian regarding ELL progress and placement throughout the school year.

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

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

Through our data over the past 2 years, we have found a trend that most of our student population is not proficient or at a low level in their native language as well. Based on these findings, (using WIDA, Visions, NYS CCSS 6-8 writing rubric and 6-8 speaking standards, AMAO, NYSESLAT, LENS, etc.) we use very similar ESL methodologies with differentiated strategies to reach each student. Beyond the Free standing units of ENL and ELA instruction delivered each week by a highly qualified teacher, those students that are recently proficient 2013-2015, receive units of instruction in core content areas through integrated instruction by an ENL teacher. Students in this category receive .5 units of ENL instruction to further language development. Whether they are a newcomer, labeled SIFE, LTE (7 years), or commanding, we utilize the following steps to ensure that every child is learning:

1. Focus on NYSESLAT phase 2 targets of measurement for all modalities using claim, anchor, language purpose and function, and ELA construction. Using student data and work to drive instruction when reviewing tasks and language objectives in all content areas.
2. Activate prior knowledge with a baseline assessment and a WIDA checklist. Once we analyze what prior information our students have, then we want to link the new information to what they already understand (build on their depth of knowledge). Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, Frayer model, Marzano's 6-steps to writing, one-to-one conferencing using WIDA, and anticipation guides.
3. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

4. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.
5. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, various graphic organizers are utilized such the Frayer Model and the Pave Procedure (Prediction-Association-Verification-Evaluation). The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis, and read alouds to ensure that they are hearing academic language daily.
6. To ensure understanding, the teacher asks higher order (probing) questions by avoiding Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.
7. The teacher stresses the importance of social skills through the Leader in Me process that the student needs in order to interact productively with others. Through the NYS ELA modules on [engageny.org](http://engageny.org), the teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups. The teacher also looks at Habit 6 (Synorgize) from the Leader in Me process to push social interactions.
8. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog, Visions, i-Ready (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday extended time). The SIFE student works on pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and new language progressions and the bi-lingual initiative. Use of graphic organizers, the SmartBoard, Elmos, laptops, ipads, and Promethian Tables are very helpful to make learning visual and incorporate thinking skills that can be done without any writing. The teachers also incorporate morphology strategies, contextual analysis, cognate charts, co-op group language models and knowledge of cross-linguistic relationships. However, in order to meet the needs of a SIFE student, the teacher is required to bridge the gap between their home culture learning context and their new classroom context. The teacher does this by shifting instruction to support the student to learn new knowledge in a familiar context. Also, by using reading logs and journals portfolios to incorporate reading and writing is another way to ensure student comprehension.
9. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol), read alouds, and components of the NYSESLAT and NYS 6-8 grade writing rubric. Teachers start with the concrete (if applicable, then formally assess the student's reading level by using Fountas and Pinnell) then build to the abstract. Teachers try to relate material to students' prior knowledge and experience. What students don't have you can try to create it for them through visuals or by using technology.
10. The teachers hold the students to high, yet realistic, expectations at the beginning of the year. This is done through creating student SMART goals (for SWD) and through the their Leadership Notebooks for all students. The teacher than assists students in tracking their progress (or lack of) of their academic and personal goal. This is to empower each student to be responsible to reach their goals and to assess their effort to reach the goal. The student will strive to reach higher ones as the year goes on through celebrations (e.g., test grades, class shout outs, work on the "class fridge", "glows and grows" student reflections, featured gallery walks displaying the work, etc.). The teacher models the process first on how to create the goal as to alliviate confusion by creating ones that are unrealistic. The teachers expect success for all students, supplies them with tools from the Leader in Me program, remains optimistic, and offers to help as needed. We know that through the Leader in Me process, language and academic scaffolding that every child will gain the self-confidence to be successful.

Supplemental programs for ELLs during the school week: Students who require extra help are mandated to stay for an extra unit of ESL instruction (extended day program). Extended time includes literacy and math tutoring, as well as homework help and additional instructional support in their native language if needed with a certified TESOL or ESL liscenced teacher in a variety of content areas. Our LTEs and newly proficent ELLs will use i-Ready and ThinkCERCA reading programs as an extension to the NYS CCLS modules. Vision, MyOn, Beginners/low intermediate/emerging and SIFE (not LTE) during extended time with a certified TESOL or ESL liscenced teacher in a variety of content areas. The activities address the WIDA, New language progressions and the bi-lingual initiative, and Bloom's Taxonomy, as well as , the RTI model which monitors the levels of intellectual behavior important in learning and groups them in three target areas of intervention. Students can also receive Supplemental Education Services (SES) through Sports and Arts in mathematics and literacy support at an after school program during the week and weekend.

During the months of November through April, we also offer a Saturday SES program for support in mathematics for our level beginner ELL students, which is in addition to the Title III Saturday program for ELL language acquisition. This program will also provide students with sports and arts. Emphasis is based upon life skills, the Leader in Me Program, social interactions, navigating higher order text, and the language of examinations. Student assessments and teacher reflections

are ongoing. They include baseline assessments, pretest, unit assessments, oral presentations, WIDA checklist, project evaluations, Rubrics, Skedula, Leadership Notebooks, Journals, teacher's observations, one-to-one conferencing, the Tuning and ATLAS protocol, and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator, dictionary, and/or translated versions of the exam for content area tests. Translators are obtained through the NYC DOE translation service if we require more assistance.

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.

A NYS ENL coordinator and parent coordinator assess each new admit as they enter the building. Once it is determined that the child is a re-identification case, they work through phase one. They 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 is 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.

We currently have 2 ENLs that were out of either the country or NYC school system that went through the re-identification process with code 4s. One tested as EXP on NYSITELL and placed in an ENL program, the other tested out and was mainstreamed in general instruction. Both are receiving ENL support and will follow academic progress and re-evaluation after 6 months through Phase 2 process as well as a review of student work provided by teachers to the Language Proficiency Team to chart progress.

Phase 2 is 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, 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 to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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 core curriculum for ELL-SWD is a modifications version of Pearson's I-Lit with components of reading strategies from the book Notice and Note.

Development of Conversation

- Conversation Bricks to support theory of Academic Conversation (Jeff Zweirs)
- ESL Dept. Goal: to increase Language Acquisition: Accountable Talk Stems written on bricks with student understanding that "bricks" build their foundation for conversation and development of academic vocabulary

- Express ideas in discussion using Accountable Talk
- Build on ideas in discussion
- Center on student engagement – pose questions, present claims and findings.
- Acknowledging new information expressed by peers

Writing

- MOSL Data indicated SWD/ELL lack of organization, evidence, and justification in writing. From that, there was the creation of a writing unit (not included in the Pearson curriculum).

Perspectives for the essays were created by students based on the thinking and evidence recorded on the conversation bricks and connected to Pearson Essential Questions. The Outline for Writing included Introduction with a hook and an overview, the 1st Body Paragraph focused on Informational Text with evidence and justification, the 2nd Body Paragraph focused on the Fictional Text from Pearson's curriculum with evidence and justification, and finally a concluding paragraph. Quick Writes were used to expand on student thinking. Peer-editing check lists were used and differentiated graphic organizers were used to support students at different levels of need.

- Analysis of two different forms of text that address similar ideas/topics to support discussion and writing.
- Citing text-based evidence to analyze informational and narrative texts.
- Peer-editing to engage students in each other's learning, provide feedback/revisions to writing
- Use and understanding of writing rubric to produce a clear and coherent piece of writing.
- Conferred with student in regard to the writing piece, and provided a reflection sheet to monitor understanding and allow for goal setting/next steps.

Modified Close Reading of I-Lit texts by introducing sign posts (Notice & Note: Strategies for Close Reading by Kylee Beers and Robert E. Probst)

- Turning responsibility of questioning the text over to students to support independence
- How dialogue reveals characters perspectives
- Analysis of theme in relation to how it impacts characters actions

Etymology, Cognates, and Individualized Vocabulary graphic organizers employed to support vocabulary development with particular focus on Tier 2 and Tier 3 words.

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?

All classes are generally heterogeneous [mixed proficiency], however, our self contained/ICT/and one gen-ed class are aligned on all three grades for movement of students as per CR154, RTI and Special Education reform in regards to flexible programming. After placement and the Language Proficiency Team reviews student data, then we can create sub groups for RTI (small tierd) and ENL integrated content as per their levels for interventions. Our internal data shows growth in both language acquisition and academics. However, our baseline assessments from the team using oral interviews with small a wrtiting sample shows that many of our students are not proficient or on grade level in their native language which hinders English academic language. The students travel together as a group by class. Based on the level of language proficiency, iep's and RTI tiered interventions units of core content instruction vary.

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><br>K-12 Certified ESOL teacher |   | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <u>INTEGRATED ENL</u><br>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><br>K-12 Certified ESOL Teacher  |   | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>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.

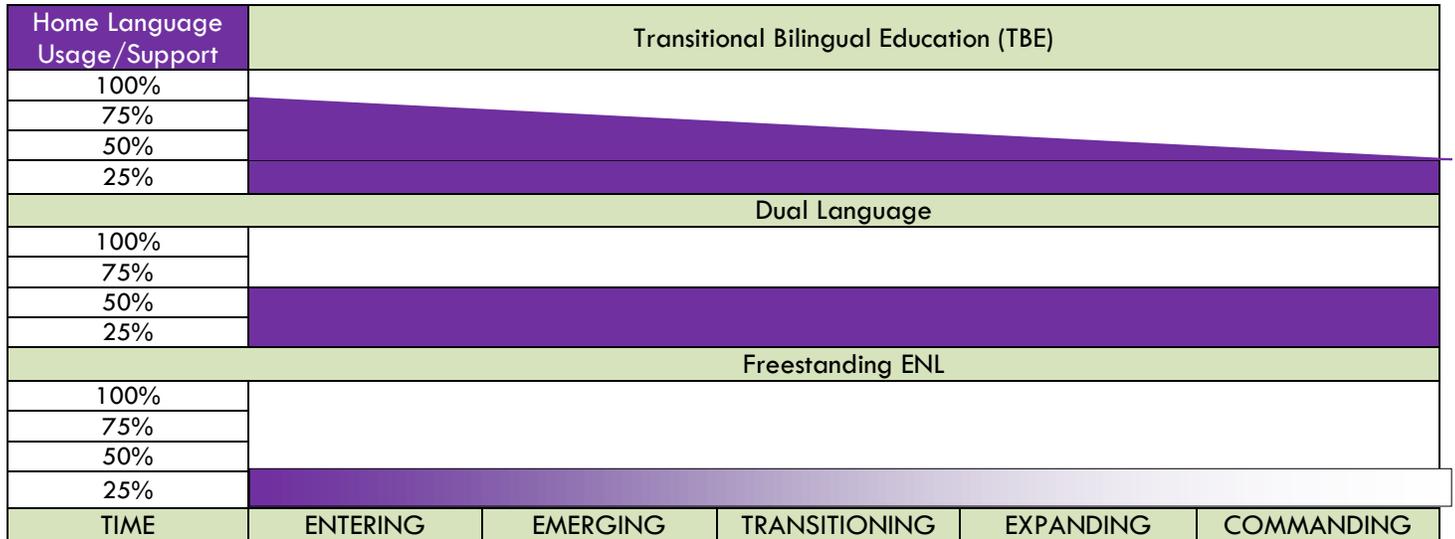


\*Note “other approved services” does not apply to New York City at this time.

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.

Through our data over the past 2 years, we have found a trend that most of our student population is not proficient or at a low level in their native language as well. Based on these findings, (using WIDA, Visions, NYS CCSS 6-8 writing rubric and 6-8 speaking standards, AMAO, NYSESLAT, LENS, etc.) we use very similar ESL methodologies with differentiated strategies to reach each student. Beyond the Free standing units of ENL and ELA instruction delivered each week by a highly qualified teacher, those students that are recently proficient 2013-2015, receive units of instruction in core content areas through integrated instruction by an ENL teacher. Students in this category receive .5 units of ENL instruction to further language development. Whether they are a newcomer, labeled SIFE, LTE (7 years), or commanding, we utilize the following steps to ensure that every child is learning:

1. Focus on NYSESLAT phase 2 targets of measurement for all modalities using claim, anchor, language purpose and function, and ELA construction. Using student data and work to drive instruction when reviewing tasks and language objectives in all content areas.

### Development of Conversation

- Conversation Bricks to support theory of Academic Conversation (Jeff Zweirs)

ESL Dept. Goal: to increase Language Acquisition: Accountable Talk Stems written on bricks with student understanding that "bricks" build their foundation for conversation and development of academic vocabulary

- Express ideas in discussion using Accountable Talk
- Build on ideas in discussion
- Center on student engagement – pose questions, present claims and findings.
- Acknowledging new information expressed by peers

### Writing

- MOSL Data indicated SWD/ELL lack of organization, evidence, and justification in writing.

From that, there was the creation of a writing unit (not included in the Pearson curriculum).

Perspectives for the essays were created by students based on the thinking and evidence recorded on the conversation bricks and connected to Pearson Essential Questions. The Outline for Writing included Introduction with a hook and an overview, the 1st Body Paragraph focused on Informational Text with evidence and justification, the 2nd Body Paragraph focused on the Fictional Text from Pearson's curriculum with evidence and justification, and finally a concluding paragraph. Quick Writes were used to expand on student thinking. Peer-editing check lists were used and differentiated graphic organizers were used to support students at different levels of need.

- Analysis of two different forms of text that address similar ideas/topics to support discussion and writing.
- Citing text-based evidence to analyze informational and narrative texts.
- Peer-editing to engage students in each other's learning, provide feedback/revisions to writing
- Use and understanding of writing rubric to produce a clear and coherent piece of writing.
- Conferred with student in regard to the writing piece, and provided a reflection sheet to monitor understanding and allow for goal setting/next steps.

Modified Close Reading of I-Lit texts by introducing sign posts (Notice & Note: Strategies for Close Reading by Kylee Beers and Robert E. Probst)

- Turning responsibility of questioning the text over to students to support independence
- How dialogue reveals characters perspectives
- Analysis of theme in relation to how it impacts characters actions

Etymology, Cognates, and Individualized Vocabulary graphic organizers employed to support vocabulary development with particular focus on Tier 2 and Tier 3 words.

2. Activate prior knowledge with a baseline assessment and a WIDA checklist. Once we analyze what prior information our students have, then we want to link the new information to what they already understand (build on their depth of knowledge). Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, Frayer model, Marzano's 6-steps to writing, one-to-one conferencing using WIDA, and anticipation guides.

3. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

4. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.
5. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, various graphic organizers are utilized such as the Frayer Model and the Pave Procedure (Prediction-Association-Verification-Evaluation). The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis, and reads alouds to ensure that they are hearing academic language daily.
6. To ensure understanding, the teacher asks higher order (probing) questions by avoiding Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.
7. The teacher stresses the importance of social skills through the Leader in Me process that the student needs in order to interact productively with others. Through the NYS ELA modules on [engageny.org](http://engageny.org), the teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups. The teacher also looks at Habit 6 (Synorgize) from the Leader in Me process to push social interactions.
8. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog, Visions, i-Ready (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday extended time). The SIFE student works on pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and new language progressions and the bi-lingual initiative. Use of graphic organizers, the SmartBoard, Elmos, laptops, ipads, and Promethian Tables are very helpful to make learning visual and incorporate thinking skills that can be done without any writing. The teachers also incorporate morphology strategies, contextual analysis, cognate charts, co-op group language models and knowledge of cross-linguistic relationships. However, in order to meet the needs of a SIFE student, the teacher is required to bridge the gap between their home culture learning context and their new classroom context. The teacher does this by shifting instruction to support the student to learn new knowledge in a familiar context. Also, by using reading logs and journals portfolios to incorporate reading and writing is another way to ensure student comprehension.
9. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol), read alouds, and components of the NYSESLAT and NYS 6-8 grade writing rubric. Teachers start with the concrete (if applicable, then formally assess the student's reading level by using Fountas and Pinnell) then build to the abstract. Teachers try to relate material to students' prior knowledge and experience. What students don't have you can try to create it for them through visuals or by using technology.
10. The teachers hold the students to high, yet realistic, expectations at the beginning of the year. This is done through creating student SMART goals (for SWD) and through their Leadership Notebooks for all students. The teacher then assists students in tracking their progress (or lack of) of their academic and personal goal. This is to empower each student to be responsible to reach their goals and to assess their effort to reach the goal. The student will strive to reach higher ones as the year goes on through celebrations (e.g., test grades, class shout outs, work on the "class fridge", "glows and grows" student reflections, featured gallery walks displaying the work, etc.). The teacher models the process first on how to create the goal as to alliviate confusion by creating ones that are unrealistic. The teachers expect success for all students, supplies them with tools from the Leader in Me program, remains optimistic, and offers to help as needed. We know that through the Leader in Me process, language and academic scaffolding that every child will gain the self-confidence to be successful.

Supplemental programs for ELLs during the school week: Students who require extra help are mandated to stay for an extra unit of ESL instruction (extended day program). Extended time includes literacy and math tutoring, as well as homework help and additional instructional support in their native language if needed with a certified TESOL or ESL licensed teacher in a variety of content areas. Our LTEs and newly proficient ELLs will use i-Ready and ThinkCERCA reading programs as an extension to the NYS CCLS modules. Vision, MyOn, Beginners/low intermediate/emerging and SIFE (not LTE) during extended time with a certified TESOL or ESL licensed teacher in a variety of content areas. The activities address the WIDA, New language progressions and the bi-lingual initiative, and Bloom's Taxonomy, as well as , the RTI model which monitors the levels of intellectual behavior important in learning and groups them in three target areas of intervention. Students can also receive Supplemental Education Services (SES) through Sports and Arts in mathematics and literacy support at an after school program during the week and weekend.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current AMAO data for 2015-2016 starts our year off with 63 students incoming 6th graders who did not achieve proficiency on the NYSESLAT. This is the case each year. In 2014-2015, out of 192 ENLs, 30% increased by either one or two levels and

that is without showing growth within levels. We have found that by using the AMAO tool based on current student enrollment, NYS ELA, and NYSESLAT data will be inconsistent from one year to the next due to the change (phase 2) of the NYSESLAT. The NYSESLAT is now much more aligned to the NYS 6-8 writing rubric with the targets of measurement and the performance level descriptors, which the inquiry team hopes will give us a clearer picture of progress.

ENL students in our Free Standing ENL, RTI, and supplemental programs had shown a 10% increase on proficiency levels on the NYS ELA and NYS Math exams towards grade standards.

12. What new programs or improvements will be considered for the upcoming school year?

We have added components of the close reading module: LL SIFE ELA from the new ELA curriculum Bridges to academic success and Expenditinary learning for entering and emerging.

13. What programs/services for ELLs will be discontinued and why?

N/A

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our student population is comprised of former ENLs and current ENLs. All school programs are offered and accessible to all students in the building.

Through our data over the past 2 years, we have found a trend that most of our student population is not proficient or at a low level in their native language as well. Based on these findings, (using WIDA, Visions, NYS CCSS 6-8 writing rubric and 6-8 speaking standards, AMAO, NYSESLAT, LENS, etc.) we use very similar ESL methodologies with differentiated strategies to reach each student. Beyond the Free standing units of ENL and ELA instruction delivered each week by a highly qualified teacher, those students that are recently proficient 2013-2015, receive units of instruction in core content areas through integrated instruction by an ENL teacher. Students in this category receive .5 units of ENL instruction to further language development. Whether they are a newcomer, labeled SIFE, LTE (7 years), or commanding, we utilize the following steps to ensure that every child is learning:

1. Focus on NYSESLAT phase 2 targets of measurement for all modalities using claim, anchor, language purpose and function, and ELA construction. Using student data and work to drive instruction when reviewing tasks and language objectives in all content areas.

2. Activate prior knowledge with a baseline assessment and a WIDA checklist. Once we analyze what prior information our students have, then we want to link the new information to what they already understand (build on their depth of knowledge). Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, Frayer model, Marzanos 6-steps to writing, one-to-one conferencing using WIDA, and anticipation guides.

3. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

4. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.

5. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, various graphic organizers are utilized such the Frayer Model and the Pave Procedure (Prediction-Association-Verification-Evaluation). The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis, and read alouds to ensure that they are hearing academic language daily.

6. To ensure understanding, the teacher asks higher order (probing) questions by avoiding Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.

7. The teacher stresses the importance of social skills through the Leader in Me process that the student needs in order to interact productively with others. Through the NYS ELA modules on engageny.org, the teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups. The teacher also looks at Habit 6 (Synorgize) from the Leader in Me process to push social interactions.

8. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog, Visions, i-Ready (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday extended time). The SIFE student works on pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and new language progressions and the bi-lingual initiative. Use of graphic organizers, the SmartBoard, Elmos, laptops, ipads, and Promethian Tables are very helpful to make learning visual and incorporate thinking skills that can be done without any writing. The teachers also incorporate morphology strategies, contextual analysis, cognate charts, co-op group language models and knowledge of cross-

linguistic relationships. However, in order to meet the needs of a SIFE student, the teacher is required to bridge the gap between their home culture learning context and their new classroom context. The teacher does this by shifting instruction to support the student to learn new knowledge in a familiar context. Also, by using reading logs and journals portfolios to incorporate reading and writing is another way to ensure student comprehension.

9. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol), read alouds, and components of the NYSESLAT and NYS 6-8 grade writing rubric. Teachers start with the concrete (if applicable, then formally assess the student's reading level by using Fountas and Pinnell) then build to the abstract. Teachers try to relate material to students' prior knowledge and experience. What students don't have you can try to create it for them through visuals or by using technology.

10. The teachers hold the students to high, yet realistic, expectations at the beginning of the year. This is done through creating student SMART goals (for SWD) and through their Leadership Notebooks for all students. The teacher then assists students in tracking their progress (or lack of) of their academic and personal goal. This is to empower each student to be responsible to reach their goals and to assess their effort to reach the goal. The student will strive to reach higher ones as the year goes on through celebrations (e.g., test grades, class shout outs, work on the "class fridge", "glows and grows" student reflections, featured gallery walks displaying the work, etc.). The teacher models the process first on how to create the goal as to alliviate confusion by creating ones that are unrealistic. The teachers expect success for all students, supplies them with tools from the Leader in Me program, remains optimistic, and offers to help as needed. We know that through the Leader in Me process, language and academic scaffolding that every child will gain the self-confidence to be successful.

Supplemental programs for ELLs during the school week: Students who require extra help are mandated to stay for an extra unit of ESL instruction (extended day program). Extended time includes literacy and math tutoring, as well as homework help and additional instructional support in their native language if needed with a certified TESOL or ESL liscenced teacher in a variety of content areas. Our LTEs and newly proficient ELLs will use i-Ready and ThinkCERCA reading programs as an extension to the NYS CCLS modules. Vision, MyOn, Beginners/low intermediate/emerging and SIFE (not LTE) during extended time with a certified TESOL or ESL liscenced teacher in a variety of content areas. The activities address the WIDA, New language progressions and the bi-lingual initiative, and Bloom's Taxonomy, as well as , the RTI model which monitors the levels of intellectual behavior important in learning and groups them in three target areas of intervention. Students can also receive Supplemental Education Services (SES) through Sports and Arts in mathematics and literacy support at an after school program during the week and weekend.

During the months of November through April, we also offer a Saturday SES program for support in mathematics for our level beginner ELL students, which is in addition to the Title III Saturday program for ELL language acquisition. This program will also provide students with sports and arts. Emphasis is based upon life skills, the Leader in Me Program, social interactions, navigating higher order text, and the language of examinations. Student assessments and teacher reflections are ongoing. They include baseline assessments, pretest, unit assessments, oral presentations, WIDA checklist, project evaluations, Rubrics, Skedula, Leadership Notebooks, Journals, teacher's observations, one-to-one conferencing, the Tuning and ATLAS protocol, and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator, dictionary, and/or translated versions of the exam for content area tests. Translators are obtained through the NYC DOE translation service if we require more assistance.

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.

As a schoolwide focus on technology, the majority of core content areas are taught using google classroom to prepare our student population for the 21st century skills in the field. Students create google docs, sharing files in google drive, upload assignments to google classroom, use the snipping tool and/or loop tool to enhance or capture work, school created and monitored google student email accounts and google slides for easier sharing capability than power point.

ELLS, SWD ELLS and former ENLs also choose from a talent pool specific to technology that meets 5 periods a week: graphic arts, 3d printing, coding, Nao robotics coding, Lego robotics, digital photography, hardware and software development, and fit bit tracking for health/fitness.

1. Focus on NYSESLAT phase 2 targets of measurement for all modalities using claim, anchor, language purpose and function, and ELA construction. Using student data and work to drive instruction when reviewing tasks and language objectives in all content areas. Students use cell phones and/or hand held video recording device to capture 'turn-talk' discussions for student reflection on language proficiency.

2. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries. Along with the use of Promethan tables for station work to expand on their content vocabulary and interactive assignments taylored to the task at hand.

#### 4. Interactive Samrtboards, Elmos, and 1:1 laptops

Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator, dictionary, and/or translated versions of the exam for content area tests. Google translate and handheld devices are used to endure that students understand the content object and learning object in all content areas.

See above.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Newcomers who speak Arabic, Mandarin, and/or Cantonese are given extra time, dictionary, scaffolded work, and/or translated versions of the exam for content area tests. Google translate and handheld devices are used to endure that students understand the content object and learning object in all content areas.

See above.

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

Our student population is comprised of former ENLs and current ENLs. All school programs are offered and accessible to all students in the building.

Through our data over the past 2 years, we have found a trend that most of our student population is not proficient or at a low level in their native language as well. Based on these findings, (using WIDA, Visions, NYS CCSS 6-8 writing rubric and 6-8 speaking standards, AMAO, NYSESLAT, LENS, etc.) we use very similar ESL methodologies with differentiated strategies to reach each student. Beyond the Free standing units of ENL and ELA instruction delivered each week by a highly qualified teacher, those students that are recently proficient 2013-2015, receive units of instruction in core content areas through integrated instruction by an ENL teacher. Students in this category receive .5 units of ENL instruction to further language development. Whether they are a newcomer, labeled SIFE, LTE (7 years), or commanding, we utilize the following steps to ensure that every child is learning:

1. Focus on NYSESLAT phase 2 targets of measurement for all modalities using claim, anchor, language purpose and function, and ELA construction. Using student data and work to drive instruction when reviewing tasks and language objectives in all content areas.
2. Activate prior knowledge with a baseline assessment and a WIDA checklist. Once we analyze what prior information our students have, then we want to link the new information to what they already understand (build on their depth of knowledge). Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, Frayer model, Marzano's 6-steps to writing, one-to-one conferencing using WIDA, and anticipation guides.
3. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.
4. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.
5. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, various graphic organizers are utilized such as the Frayer Model and the Pave Procedure (Prediction-Association-Verification-Evaluation). The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis, and reads alouds to ensure that they are hearing academic language daily.
6. To ensure understanding, the teacher asks higher order (probing) questions by avoiding Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.
7. The teacher stresses the importance of social skills through the Leader in Me process that the student needs in order to interact productively with others. Through the NYS ELA modules on [engageny.org](http://engageny.org), the teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups. The teacher also looks at Habit 6 (Synorgize) from the Leader in Me process to push social interactions.
8. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog, Visions, i-Ready (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday extended time). The SIFE student works on pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and new language progressions and the bi-lingual initiative. Use of graphic organizers, the SmartBoard, Elmos, laptops, ipads, and Promethian Tables are very helpful to make learning visual and incorporate thinking skills that can be done without any writing. The teachers also incorporate morphology strategies, contextual analysis, cognate charts, co-op group language models and knowledge of cross-

linguistic relationships. However, in order to meet the needs of a SIFE student, the teacher is required to bridge the gap between their home culture learning context and their new classroom context. The teacher does this by shifting instruction to support the student to learn new knowledge in a familiar context. Also, by using reading logs and journals portfolios to incorporate reading and writing is another way to ensure student comprehension.

9. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol), read alouds, and components of the NYSESLAT and NYS 6-8 grade writing rubric. Teachers start with the concrete (if applicable, then formally assess the student's reading level by using Fountas and Pinnell) then build to the abstract. Teachers try to relate material to students' prior knowledge and experience. What students don't have you can try to create it for them through visuals or by using technology.

10. The teachers hold the students to high, yet realistic, expectations at the beginning of the year. This is done through creating student SMART goals (for SWD) and through their Leadership Notebooks for all students. The teacher then assists students in tracking their progress (or lack of) of their academic and personal goal. This is to empower each student to be responsible to reach their goals and to assess their effort to reach the goal. The student will strive to reach higher ones as the year goes on through celebrations (e.g., test grades, class shout outs, work on the "class fridge", "glows and grows" student reflections, featured gallery walks displaying the work, etc.). The teacher models the process first on how to create the goal as to alliviate confusion by creating ones that are unrealistic. The teachers expect success for all students, supplies them with tools from the Leader in Me program, remains optimistic, and offers to help as needed. We know that through the Leader in Me process, language and academic scaffolding that every child will gain the self-confidence to be successful.

Supplemental programs for ELLs during the school week: Students who require extra help are mandated to stay for an extra unit of ESL instruction (extended day program). Extended time includes literacy and math tutoring, as well as homework help and additional instructional support in their native language if needed with a certified TESOL or ESL liscenced teacher in a variety of content areas. Our LTEs and newly proficent ELLs will use i-Ready and ThinkCERCA reading programs as an extension to the NYS CCLS modules. Vision, MyOn, Beginners/low intermediate/emerging and SIFE (not LTE) during extended time with a certified TESOL or ESL liscenced teacher in a variety of content areas. The activities address the WIDA, New language progressions and the bi-lingual intiative, and Bloom's Taxonomy, as well as , the RTI model which monitors the levels of intellectual behavior important in learning and groups them in three target areas of intervention. Students can also receive Supplemental Education Services (SES) through Sports and Arts in mathematics and literacy support at an after school program during the week and weekend.

During the months of November through April, we also offer a Saturday SES program for support in mathematics for our level beginner ELL students, which is in addition to the Title III Saturday program for ELL language acquisition. This program will also provide students with sports and arts. Emphasis is based upon life skills, the Leader in Me Program, social interactions, navigating higher order text, and the language of examinations. Student assessments and teacher reflections are ongoing. They include baseline assessments, pretest, unit assessments, oral presentations, WIDA checklist, project evaluations, Rubrics, Skedula, Leadership Notebooks, Journals, teacher's observations, one-to-one conferencing, the Tuning and ATLAS protocol, and a post test. Newcomers who speak Arabic, Mandarin, and/or Cantonese are given a translator, dictionary, and/or translated versions of the exam for content area tests. Translators are obtained through the NYC DOE translation service if we require more assistance.

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).

- Full time parent coordinator strengthens the home-school connection and refers the family to any new initiatives from DELLS and NYS.
  - Monthly parent meetings on Common Core Learning Standards, Grading Policies, Reading Comprehension/Math/Writing Strategies, Articulation to High School, High School Application Process,etc . Consequently, parents are better able to support their child's learning and advocate for their academic and social emotional needs.
  - PTA parent volunteers who support the school wherever needed
  - Translation services on-sight from staff members in Chinese (Mandarin and Simplified), Spanish, Arabic to explain programs offered in the community, immigration issues, and adult programs offered at the school.
- Saturday English Language programs for students and families as well as a summer orinetation language course. along with activities for all students:

MS136 ELA/Arts Highlights 2014-2015

i-Ready- Weekly rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. Students use the system for 45 minutes a week in class but are to use it independently throughout the week. Monthly progress monitoring tests are taken and reviewed for track student progress.

myOn provides anytime, anywhere access to a library of more than 7,000 enhanced digital books in fiction and non-fiction and in an array of subjects. Our Pre-kindergarten through grade five scholars have the opportunity to read or listen to books and home as well as throughout the school day. This helps encourage a love for reading. With the support of the program reading to our scholars have the opportunity to complete their 60 minutes of daily reading with assistance if needed.

ilit-Our self contained/ELL population use the ilit program on ipads for 360 minutes each week during ELA instruction. This program is designed to help our students gain two or more years of reading growth in a single year, ilit is based on a research-proven instructional model.

RUSH Philanthropic-Rush artists meet with 4 classes each Wednesday for three week cycles on a series of art projects all on the theme of home. Our program offers a creative learning environment in which students can interact with artists, explore contemporary arts, and see the world through a variety of perspectives. We are also expanding the cross curriculum projects into an in-house internship program with our in-house gallery space, work studio, and curatorial program. Art provides a unique way for young people to learn, connect and communicate. While it's primary emphasis is also on the arts, Rush Philanthropic is committed to expanding our students language acquisition and literacy skills by using a wide range of concerns.

NurtureArt- is a nonprofit gallery that has worked with our student over the past 8 years. Many murals throughout the building and outside of the building were produced with 2-3 classes of student looking at the ever changing world around them. Our program enriches the next generation with its unique adaptations of classic literature like The Giver and To Kill a Mocking Bird (this year's project). Through partnerships with public schools and non-profit organizations, We feel that the arts is an important piece of language acquisition and self-expression that promote life skills such as responsibility, communication, innovation, leadership, and critical thinking.

Annual Anti-Bully Poetry and Visual Arts Contest- During our annual Anti-Bully Contest our students gather to compete to recite their original poems and show their visual arts. This is different from the Poetry Jam because this is a competition where students are judged on originality, voice and presentation. This is usually done during the end of March for the Movie and speaker. The spoken word/poetry jam portion is in June.

Language Learners weekly and Saturday Academy - is an exciting reading program for ELLs students in sixth-eighth grade. This year, our scholars are building debate and language development through the use of English 3D, Visions, and CCSS speaking standards. English 3D is engaging and easily managed set promotes creativity and the imaginative telling and retelling of informational text. This program helps to build social and academic skills. Every Saturday mornings the students meet to learn strategies that will help them pass the NYSESLAT exam. In addition to building academic skills, students are exposed to urban settings through planned trips.

ELA After-school Program- this program offers students the opportunities to develop their literacy interest and skills in a more relaxed environment. Every Wednesday and Thursday, the students meet to learn strategies that will help them pass the NY State Exam with the help of Common Core aligned materials. Our after-school program is every Wednesday and Thursday from 2:35-4:20 pm.

Residency Unlimited-Is a non-profit organization that is working with two self contained classes on a STREAM project called The Selfie Project. Students will take a photograph of themselves, learn about data footprints, social media, and its implications for facial recognition works, including individual's unique "Faceprint". Then they will need to find the link between nature and data, demonstrating the loss of control over data. How they made the link, transferring the data into a living garden. Learning about plant varieties that will be used in the project (herbs or succulents), download individuals "Faceprint" data from Facebook, and combine the "Faceprints" of several students, convert the code into a format that is ready to be applied to the garden. Students are responsible to grow plants indoor from seed, transplant to pots or planter once germination has occurred, and care for the installation of the plants (watering schedule, food, how to prevent/solve potential issues such as bugs, disease) outside of the building in the garden for the duration of the school year.

Beyond Z (STREAM-Science, technology, reading, engineering, arts, and mathematics)- is a nonprofit launched to address the opportunities and inequities that exist today for young people who are from low-income and/or underrepresented communities with limited literacy skills in the sciences. It's a program that identifies and develops our sixth and seventh grade student for success by using technology alongside in-person teams of peers who leadership coaches who provide expanded learning opportunities to. The program stretches across the country in a number of cities and varies by age and content, but all of our work is meant to help unleash our student participants potential as they prepare for school, career, and life success

Aperture and Diversity Lens Project-Projects are separate but both are photography based. One is based on views of empathy in the surrounding neighborhood and the other is based on the genderfication of Sunset Park. A few 6th grade ckses are working on these projects and will have a show at Tweed in June. The Aperture magazine will highlight our students and their work in their May magazine. Each porject is a 90 minute class that meets weekly for neighborhood walks, classroom disucssions, gallery walks of their work, written reflections, and a student curated work for the final pieces.

ELA Parent Workshop Series- Our monthly parent workshops are a series of workshops that are dedicated to supporting student achievement by creating and partnerships within our school community and strengthening parent involvement. These are free workshops after-school and Saturdays where parents can find out what their child is learning in school and how they can support their child's learning at home.

Nao Robotics- STEM Program-AO humanoid robot. A small group of 6th graders meet once a week for 90 minutes to learn box coding programs on Choreograph with 4 Nao robots. Students create logic programs, face recognition programs, and behavior timeline dances. Students have to problem solve and think tank out connectivity issues, mathematical timelines for movement, and reflect on group/individual process in the program.

#### MS136 Math Highlights 2014-2015

Think Through Math- TTM is a research-based math intervention system designed to support students who are struggling with mathematics. The program transitions students to the rigor of the Common Core, TEKS, and other state standards and prepares them for Algebra and beyond. Weekly rigorous, on-grade-level instruction and practice with TTM and additional downloadable lessons to help meet individual student or small group needs. Students use the system for 45 minutes a week in class but are to use it independently throughout the week. The program is web-based, adaptive instruction with LIVE, state-credentialed teachers, to assist students and parents when working at home.

Math After-school Program - this program offers students the opportunities to practice working on CCSS skills in which they are deficient and which are the major skills for their grade. Every Wednesday and Thursday, the students meet to learn strategies and best practices that will help them to pass the NY State Exam with the help of Common Core aligned materials. Our after-school program is every Wednesday and Thursdays from 2:30-4:20pm.

Math Parent Workshop Series- Our parent workshops are a series of workshops that are dedicated to supporting student achievement by creating partnerships within our school community and strengthening parent involvement. These are free workshops during the mornings, after-school and Saturdays where parents can find out what their child is learning in school and how they can support their child's learning at home. The focus is on fluency, common core curriculum, major skills per grade, providing support based on learning styles, and providing multiple strategies that parents can use at home to help their children to grasp the skills.

#### MS136 SCHOOL HIGHLIGHTS 2014-2015

Student Lighthouse Team – Our (6-8 grade) lighthouse team meets bi-weekly to discuss their action teams. The team uses the National School Reform Check in Protocol with a student note-taker, student facilitator, and student time keeper. The team is in charge of the following action teams around the school: Cheer Squad, Dewey Store, Dewey Newsletter, Student Book Club, and Mathematics Pyramid Team. Scholars have an opportunity for more than mere verbal or performance skill practice. Lighthouse Meetings embodies the ideals of reasoned argument, tolerance for divergent points of view and rigorous self-examination through debates and think tank activities around their action team. These action teams provide scholars with a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias.

The Leader in Me- Is a school wide model that we use to improve the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy. Every student in the school is has a weekly Leadership class that meets for 45 minutes. During that time, the students and their mentor go over the 7Habits content, leadership projects, work on personal and academic goal setting in their leadership notebook and prepare for the LIM Symposium (where our school is a tour site) and Leadership Day. Both events are in March this year and students lead tours and discussions of the building and content throughout the day.

National Junior Honor Society-Every student in the school is awarded the opportunity to join the national Junior Honor Society. We hold high standards for our students and assist them in their community building to keep our chapter alive. Students meet monthly and recruit after each marking period. Honor Roll celebrations are held each quarter for students and parents to celebrate achievements.

MS 136, Troop 146, Cobra Patrol- is a national acclaimed organization that guides boys through a self-discovery journey that inspires confidence, self-love and a passion to pursue their dreams. Using this ideology as our foundation, we teach our boys how to be role models through service and experience projects. The troop holds weekly meetings after school to help our boys gain self-confidence, as well as, organize projects to help them better the community in which they live. The team took 1st place in skills, 1st place in the sled race, and 1st place overall at the Klondike Sled race in Coney Island on January 24th.

The Geek Squad- Or program is much like Best Buy (currently working with them to create small internships). However, our student team is hard at work on our parent population. This team is comprised of 6-7th grades working on ideas on how to get more parents online. The team looks at monthly PupilPath parent usage and tries to figure out ways to boost and educated our 20th century parents. This program provides academic performance and builds self-esteem among our scholars. We teach our students to become analytical thinkers, motivated learners and problem solvers. These skills relate directly to improved performance in the classroom. The team meets bi-week during, after school where we all take pride in our accomplishments.

Our MS136 Track Team is dedicated to serving our students on a year-round basis. Using track and field as the hook, students are highly motivated to improve all aspects of their academic experience including behavior and attendance. Improvements in the NYC fitnessgram are evident for our track team members as well. The DOE Move To Improve and Physical Best programs and our partnership with the NY road runners are used as guides in our planning for the team which meets at least once a week in the afternoons and participates in weekend meets in the tri-state area.

The Morning Basketball Program and NBA FIT clinic-is a co-ed program with MS821 that provides year round instructions, for youth development The sessions provided are rich and progressive learning styles in environment for youth, with varying comprehension levels and athletic ability. Students who attend the basketball program receive a combination of on-court training

and conditioning, along with guided in-class reinforcement in gym class. Experienced instructors lead students in techniques and strategy drills, and competitive games against the staff twice a year. Students are prepared for athleticism and team work which helps them become college and career ready. Our students benefit from this program and enjoy the competition amongst their peers.

CHAMPS Sports- Here at MS136 we use sports to reinforce positive behavior and a positive school environment. By using an adapted form of PBIS with LEAD requirements throughout the building our students are rewarded for positive behaviors and all of their positive interactions here in the building. Along with a unified behavioral system we have also instituted a variety of afterschool sports. As an incentive, students who achieve the least attendance issues and are successful in creating a positive learning environment are awarded with a ticket to attend the fall and spring dances as they happen. With the use of Champs and Leader in Me, we are able to reinforce positive behavior, which helps them strive to be successful in school; this in turn gives our students the confidence to keep striving for excellence. These programs help address the social emotional aspect of our building. The program also focuses on educating our student population on how to access fresh, affordable fruit, vegetables, legumes, grains, proteins and dairy. This information is furthered through health classes where students become familiar with the five food groups and increase their awareness and appreciation of the whole and minimally processed foods, develop cooking skills and the appreciation for recipes made with fruit, vegetables, whole grains, legumes and low-fat or fat-free dairy products. Students learn how to engage their families in making healthy food choices at school, at home and in their communities; as well as associate eating healthy foods and drinking water with energy (fuel), in order to be physically active in their own way.

The Center for Family Life in Sunset Park-

The center is located in our building with an extensive 6th grade in-school, (all grades) afterschool and (all ages) summer Community Arts program, featuring the performing as well as visual arts. It is also the sponsor of a Summer Youth Employment Program and School-to-Work Program, and several summer day camp programs for young children and teens. The center maintains an employment counseling and job placement program for adults. Through its Family Foster Care Program, the agency has been successful in developing 15 foster family homes and matching them with natural families within the neighborhood. Through a storefront, the Center provides an emergency food program, a thrift shop and advocacy clinic to handle a variety of short-term forms of crisis intervention and assistance.

Sports and Arts Foundation- Is an afterschool and summer Community Sports and Arts program, featuring the performing as well as visual arts. SASF provides our students with support on their studies, karate, and arts on Mondays-Thursdays from 2:20-4:30pm. The foundation takes our students on monthly trips around the city to continue to expand their horizons beyond Sunset Park. The karate program is aligned to our champs and PBIS system.

19. What language electives are offered to ELLs?

n/a

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

We consider all staff to be ELL personnel at our school based on our student population. We provide in service training to all personnel in order to enhance their appreciation and understanding of the pupils native languages and cultures and their ability to provide appropriate instructional and support servies. Our professional development plan is based upon the interpretation and analysis of ELL data which is based on CRpart154.2, ELL Proficiency Reference guide, the Bilingual initiative and New Language Progressions, Visions, NYS ELA, ThinkCerca, WIDA, MyOn, SIOP, SchoolNet, Gates Macginitie, NYSESLAT, Expeditionary Learning Modules, Notice and Notes close reading strategies, student engagement in metacognition and reflection in their learning using componenets of Leaders of their own Learning (Ron Berger), 21<sup>st</sup> Century Learning Skills and to use them to close the achievement gap, lesson study groups within departments(Jaqueline Hurd and Catherine Lewis), and components of Bridges.

The calendar as of now:

MS136 Professional Development Calendar 2015-2016

September

\*Initial meeting for observations

\*\*Sept 8 'booster shot' on the 7habits, chancellor mandates, school protocols, language acquisition, SIOP, UBD, and school wide data protocols for looking at student work.

\*\*Sept 16 PTA meeting Parent curriculum night

Peer Collaborative Teachers (PCT) Baseline Cohort meetings

Blase-ELA Lead

Hoffman- ENL Lead

Landau-Sci Lead

-Depending on need and teacher developepment :Professional Conferences-Teachers are asked to research what conferences they would like attend throughout the year that align to the school goals and their professional goals based on end of year conference data.

\*\*\*\*Individualized PD Plan (off site)-Sep 22 Flexible programming

\*\*Sep 29 Guidance HS articulation

\*\*\*In-house Full Staff PD-Sep 8 Curriculum alignment to school wide goals

\*\*\*Sep 28 Grade Level Leader in Me (student Leadership notebooks, infusing the 7habits more concretely cross curriculum), curriculum lessons, different forms of DDI to support tracking progress and department check points. Language acquisition strategies.

\*\*\*In-House Department PLC-Sep 21-continuation of curriculum alignment to school wide goals (create department goals and check points)

\*\*\*Oct 5-Grade level meetings for RTI, language tracking, and flexible programming

\*\*\*Global Achievement/STEM-October 6-The use of Google classroom, flip classroom (whole staff)

October

\*First round of observations with a focus on 3b,3c,3d

\*\*Oct 8-Coffee chat with 7th grade parents about High school articulation

\*\*Oct 15 Outreach –open house for incoming parents, parent coordinators of feeder schools.

\*\*Oct 15 SLT meeting-school wide process and the AMAO

\*\*\*Oct 15 PTA meeting on Habit 1 and language acquisition

\*\*Oct 21, 22 Peer Collaborative Teachers (PCT)-Feedback and data driven instruction.

\*\*\*Oct 26-Departmental norm grading using NYS writing rubrics in all content areas

Each month whole staff meetings consist of a rotating grade level, departmental data, and social emotional meeting (leader in me) to work through the inquiry process and provide feedback to staff and students in a collaborative way.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the EngageNY Expeditionary Learning modules.
- scaffolding instruction in literacy
- tracking language acquisition (WIDA) and the language proficiency
- Implement MyOn technology based programs to support reading development for our newcomers.
- The Bilingual Common Core Framework
- New Language Progressions and Bilingual Initiatives
- CALLA and Stanford's Conversation Analysis Tool focusing on academci conversations

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics using CMP3 and EngageNY units of study
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning and SIOP lesson planning

The principal, assistant principals, LPT, SBST, RTI team, ELL Coordinator, Literacy Coach, Math Coach, and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator were an integral part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group that helped to provide data to the document. All staff members participate in weekly professional learning communities (using ATLAS and/or Tuning protocols for looking at student work, Skedula, SIOP, Leader in Me, ELAND, WIDA, and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues.

Several teachers in all content areas have attended a series of professional development through the NYC Office of ELLs, QTEL, and TSOL. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

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?

Three core content area teachers (ELA/ENL/SCI) 2014-2015 Lead Teachers became Peer Collaborative Teachers for 2015-2016 school year. This team attends bi-monthly professional development meetings with ongoing mentoring to include the GROW model, questioning techniques to further enhance instruction, and facilitate on-site professional workshops for new and veteran staff in an informal manner.

Teacher teams promoting the implementation of the CCLS and the instructional shifts:

- Departmental instructional staff members engage in 45 minutes weekly of common planning. They review and revise lesson plans to ensure alignment to curriculum maps and are reflective of the instructional shifts. Various resources are used such as, Rubicon Atlas; CALLA handbook, SIOP, Expeditionary Learning, Webb's Depth of Knowledge, and the CCLS. For example, fluency in math (multiplication) has increased based on school-wide implementation and tracking in leadership classes which demonstrate consistency of practice for student achievement.

- All pedagogues engage in Monthly collaborative inquiry teams to do a comprehensive analysis of the core programs to identify missing standards, materials, resources and differentiated activities for each teaching point. Areas identified are then modified in Goggledocs. Student work is then analyzed upon completion of unit to determine if revisions impacted student achievement. For example, the ICT ESL/ELA class has revamped CC NYC DOE's unit and rubrics on Bronx Masquerade to further align with the 2014-2016 instructional shifts and student outcomes required to be successful.

- Instructional staff engages in 45 minutes of professional learning chosen by the PL team that considers needs assessment, feedback from administrators, and Measures of Teachers Practice (MOTP). Professional learning sessions are facilitated by teacher leaders and administrators. In addition, teachers participate in weekly self-driven professional learning sessions through ARIS learn and the Leader in Me website. For example, staff has attended several professional development sessions and conferences on topics such as: accountable talk, multiple entry points, SIFE, CSR, formative assessments, and ICT models, etc.

Use of data within teacher teams to improve instruction:

- Departmental teams use unit assessments, benchmarks, student work, iep at a glance, and item skills analysis from state exams to categorize students into 3 tiers. Students that are in Tier 2 and 3 receive RTI services from an ELA and math specialists. In addition, teacher teams use data to drive instruction, to determine small group instruction, provide corrective instruction and acquire knowledge student strengths and needs. Currently 15 Students receive targeted instruction on a consistent needs basis to work one-on-one with an in-house AIS teacher on academic, social, and emotional skills. The progress is monitored through teacher reports, progress reports, parent communication, and computer based data.

Structures to support distributive leadership:

- Two selected teachers became lead teachers this year. Therefore, we had a lead teacher in each department (ELA/ESL/Math/SS/SCI). Five self-selected staff members took the initiative to participate in the Teacher Leadership Program offered by the DOE. These leaders have taken ownership of the following areas:

- a) Facilitating individualized professional learning workshops for new and veteran staff members focusing on their differentiated instructional needs.

- b) Meet with the principal weekly to support the needs of these teachers.
- c) Inter-visitation cycles

Staff members have made key decisions in each department when they were required to step up. Action and teacher teams have had a positive impact on student learning. The staff also created a “Leader of Leaders” notebook and medal to recognize best practices of staff members. The medal and notebook is handed out to a new recipient each Monday at the beginning of the whole staff meeting with a brief description as to why that staff member was selected.

- 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Both guidance counselors are DASA certified, speak many different languages, and meet with feeder schools in October to start the transition discussions from elementary to middle school. We also hold several orientations for parents and incoming 6th grade students during the school year and summer months prior to their first year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school. The guidance counselors hold High Articulation meetings in native languages and school trips to the highschools prior to selections for both students and their parents to attend.
- 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.

All staff are required to fill out an OP20 form along with the off-site agenda and hand it in to the payroll secretary within 24 hours of attendance. Each form is documented and kept on record for professional development hours, attendance, and 175 UFT hours. Every Monday is a whole staff PD, documented with signed attendance and agendas delivered in departmental or grade level break out sessions 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 English as a new language teachers, the department is comprised of 6 teachers that spend more than 90percent of their professional development hours 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.

### 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?

The LPT and SBST meet often to review student data as per and annual/tri annual for a SWD ELL or ELLs that may have been referred to the team by teacher's formative assessments. Scheduled one-to-one conferences with parents or guardians of ELLs in all subgroups are scheduled through out the year to discuss goals of the program, their English language proficiency results, and progress (lack of) made with school staff to sufficiently inform parents about their child's language development in all content areas. Meetings are conducted with someone on the LPT that is qualified to translate in the language or form of communication that the parent or guardian best understands.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Administration, the Language Proficiency Team, and the ESL teachers review student data from formative assessments in the four modalities on a monthly basis to ensure that the child is in the right placement and to inform instruction. This data is then used at the conference with the parent/guardian regarding ELL progress and placement throughout the school year.

The school has also transitioned to Student Led Conferences with staff as advisors on the side. This for the most part, our parents support the concept of student-led conferences, though some support, they are eager to hear their child speak about their learning process in middle school. The school provides parents with a list of academic specific questions to ask their child in a variety of languages to support this process. them with slight reservations.

Every Tuesday from 2:20-3:35pm is set aside for parent outreach. Whether it be phone calls (documented with a phone log) or in person meetings to discuss "glows" and "grows" feedback.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Translation services are provided by an on staff member, CBO member, or electronic devices. We have the following partnerships with the community based organizations listed below to support the needs of our families and offer workshops on literacy, immigration, health, social/emotional, arts, and family counseling:

1. RUSH philanthropic (in school/gallery training/Saturday)
2. Computer classes on Saturdays for parents
3. Leader in Me (7 Habits of highly effective teens and families)
4. Center for Family Life (in school/after school/outside family counseling)
5. SASF (after school sports and arts)
6. Lutheran Medical (Dental, Medical, Mental Health, outside family counseling)
7. NurtureArt
8. Aperture Photography Program
9. Residency Unlimited
10. CHILL program (snowboarding-surfing)
11. NJHS
12. Penny Harvest
13. CHAMPS (floor hockey, soccer, baseball, morning basketball)
14. NBA FIT clinic
15. Beyond Z STEM program
16. Student Geek Squad monitoring parent login information on PupilPath

5. How do you evaluate the needs of the parents?

The parent coordinator, at the end of the 2014-2015 school year, the parents were surveyed to evaluate what was working in terms of communication home and what required improvement. Based on that information, parents liked the Datacation app on their smart phones as a means of communication, the phone calls home on Tuesdays, the 7Habits content delivered at PTA meetings through out the year, and the idea of the student led conferences. Parents received another school based survey at the beginning of 2015-2016 school year (in multiple languages) asking what types of activities/meetings they would like offered at the school. Parents also receive a (plus/delta) reflection survey after school events to evaluate our process and next steps. IMPACT TO DATE: At the beginning of last year we had 250 parents show up for curriculum night where we held meetings and open discussions the shifts in CCLS and to introduce new parents to the Leader in Me program. 150 parents attended International Night,

and 347 parents attend parent/teacher conferences. 150 parents attended Science Family Night, 50 parents attended the Leader in Me daytime event, and 100 parents attended RUSH gallery opening. From that initial meeting in September, we have a consistent group of 25-30 parents that attend the monthly CCLS and Leader in Me Parent Meetings that are delivered in a variety of languages. This parent group has a better understanding on how to support their children at home with CCLS curricula and has talked about the open dialogue the Leader in Me process has given them with their teenagers. In addition to we have a total of 451 parents contacted in September, 424 in October, 364 in November, and 344 in December, and 246 in Jan/Feb have been contacted as noted by the parent coordinator logs This is shown by the 6% (30 out 484) of parents logging in to PupilPath on a weekly basis to research their child's progress in their classes.

We have increased those numbers with 90% parent attendance on September 16<sup>th</sup>, curriculum night. Advisors discussed in detail with parents in a one-to-one conference about the schoolwide academic focus around language acquisition and student led conferences. Staff provided translation and the DOE phone translation services were used during this time to ensure that all information was understood.

All parent meeting agendas, attendance, and follow up conversations are facilitated by the parent coordinator. Other staff members assist when language support is required.

6. How do your parental involvement activities address the needs of the parents?

The parental involvement activities are based on parent request through the surveys at the beginning of the year. The PTA meetings, parent workshops, and classes change each year based on the requested needs of the parents or changes to State and City regulations that may directly affect their child.

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All parent meeting agendas, attendance, and follow up conversations are facilitated by the parent coordinator. Other staff members assist when language support is required.

#### 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.

Improvement in communication with parents, which resulted in a 97% satisfaction rating regarding the school keeping them informed about their child's academic and behavioral progress.

- Flexible scheduling to provide the opportunity for all self-contained/ICT/SWD-ELL students to move into least restrictive/more restrictive environment. This has resulted in several students moving after the SBST and LPT team's analysis. Additionally, this resulted in the movement for ICT students in mainstream environment. This is communicated through a full time IEP teacher throughout the year and at every IEP meeting. Consequently, 100% of the parents surveyed on the NYC Survey (Learning Environment Survey) are satisfied with the educational planning and IEP development process at the school.
- Improved instructional outcomes for students in Common Core aligned tasks. 8.2% on i-Ready have improved from last year

and are reaching grade level target, also with 16% of 8th grade and 20% of 6th grade students achieving level 3 and achieving level 4 on their Science performance tasks (7th grade is still tallying results), and 6% of 6th grade students, 12% of the 7th grade, and 7% of the 8th grade achieving level 3 on their Social Studies Document Based Questions performance tasks.

- Students who held a leadership role in the building showed an increase on the 2014 NYSESLAT by a minimum of 14 points.

-Increased student participation in school activities. Students are given tickets to attend the dance based on attendance, classwork, and behavior. Data from last year to this year, shows a 20% increase in these areas, even with the current weather.

- Increased parent involvement by 7%.

- Student Attendance has improved from 94% last year to 94.7% this year which represents a .7% increase.

- Teacher attendance is 97%, which leads to continuity of instruction and improved student learning.

- Honor Roll and students enrolled in the NJHS has increased by 7% since 2013-2014 school year.

- Suspensions decreased. Last year there were 57 suspensions, this year 21 suspensions. This reflects a 7 % overall decrease.

**School Name: Charles O. Dewey****School DBN: 15K136**

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) |
|---------------------|---|-----------|-----------------|
| Eric Sackler        | Principal   |           | 6/1/15          |
| Sarah Moteleone     | Assistant Principal                                     |           | 6/1/15          |
| Damaris Garcia      | Parent Coordinator                                      |           | 6/1/15          |
| Xin Rong            | ENL/Bilingual Teacher                                   |           | 6/1/15          |
| Margarita Papalotzi | Parent  |           | 6/1/15          |
| Nancy Landau        | Teacher/Subject Area                                    |           | 6/1/15          |
| Elvin Ventura       | Teacher/Subject Area                                    |           | 6/1/15          |
| Harriet Hoffman     | Coach   |           | 6/1/15          |
| Megan Blase         | Coach   |           | 6/1/15          |
| Alex Jelcic         | School Counselor  |           | 6/1/15          |
| Anita Skopp         | Superintendent  |           | 6/1/15          |
| Tatyana Ulubabova   | Borough Field Support<br>Center Staff Member<br>_____15 |           | 6/1/15          |
| Malak Alethari      | Other <u>School Counselor</u>                           |           | 6/1/15          |
| Juliet Gochnour     | Other <u>IEP Teacher</u>                                |           | 6/1/15          |
| Claire Walsh        | Other <u>ALS Coordinator</u>                            |           | 6/1/15          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K136** School Name: **Charles O. Dewey**  
Superintendent: **Anita Skop**

### 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](http://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

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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.

Upon arrival in our building, the home language identification survey (HLIS) is given to parents in the home language spoken. We look at Part III of the HLIS where parent indicates the oral and written language in which they would like to receive information from the school. This information is first indicated on the QADM in ATS. There are several reports in ATS that we utilize including the UPPG that indicates parent language of choice and written preference. We also have binders by grade and class where we keep copies of HLIS with parent language of preference. The language of choice is also on the student emergency card. Based on this information, all parent interviews upon child's entrance and thereafter all conducted in language of choice. For Parent Teacher Conferences, translators from the Big Word are employed. Phone translation services, letters translated by parent coordinator and school staff, Google Translator are used as well. Language Identification Guide's are used in the main office and given to School Safety Agents at Security Desk as well as the over-the-phone card with information to obtain and over the phone interpreter. Major findings: 90% of parents speak Spanish as their first language and most prefer communication in both English and Spanish. Approximately 8% preference notices to be sent home in English/Arabic and English/Chinese. 2% prefer English and French. These findings were reported to the school community at the beginning of the school year but change as new students arrive..

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.

## Part B: Creating a Communications Calendar

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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.)

Parents are sent letters in their native language informing them of Bilingual/ESL workshops conducted by DELLS. All letters as part of the intake process eg: Entitlement, Parent Selection Forms, SIFE Interview forms (Registration and Selection), Letters from Administrators/Coordinators regarding New York State testing dates (ELA: 4/5-4/7, 2016, Math 4/13-4/15, 2016, NYSESLAT: April 11-12, 2016 Speaking, May 9-11, 2016 NYSESLAT Listening, reading and writing, Grade 8 Science Performance May 2016, Written Science: June 6, 2016. PTA activities which take place every third Thursday of each month as well as SLT meetings. We had translated flyers for our Parental Coffee Chat on October 8, 2015 and our open house for incoming parents on Oct. 15, 2015. Curriculum Night: September 16, 2015. School Fairs, Standards and Performance (Report Cards), Special Ed and related Success documents, Nurse's office (health related). All after-school activity (SES services, clubs, sports) information, Hand-outs at parent workshops, Incoming 6th grade Parent Orientation information are also translated. They will all be disseminated accordingly. For larger meetings such as graduation (June 24, 2016), Honor Roll and other celebrations we have transmitters and receivers for use by our outside contracted translators.

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.

Formal Face-to-Face meetings are part of the student intake process. The first student Led Conference will take place on November 17, 2015 and our parent coordinator has translated letters to parents two weeks prior to this event. Ongoing parent conferences will be held in March and May as per DOE mandates. Information gleaned from intake forms (HILS), etc) will indicate Language preference. A parent workshop will be conducted within 5 days of entrance into a NYC school. These will take place throughout the year depending upon date of entrance, 4 parent teacher conferences, IEP meetings. Guidance Counselor meetings and calls with 8th grade parents regarding H.S. Articulation, informal walk-in meetings and weekly calls to parents by teachers. As per Part 154, we have elected to have our language proficiency team meet with parents of ELLS to discuss their progress including their child's language development, english language proficiency assessment results and language development needs across all content areas as well as ENL. These will be held every second Tuesday from December through January and again in March prior to our testing period. Documents will be translated in a timely fashion by using outside vendor the Legal Interpreting Services, Translation and Interpretation Unit as well as staff translations.

## **Part C: Providing Language Assistance Services**

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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.

Documents will be translated in a timely fashion by using outside vendor the Big Word, Translation and Interpretation Unit as well as staff translations. The timely provision of translated documents by in-house staff will be by members of the language proficiency team which include an Arabic Speaking Guidance Counselor, Spanish Speaking Guidance Counselor and Spanish Speaking Parent Coordinator, Chinese Speaking ENL Teacher and French Speaking ENL Teacher. Translation Unit will translate forms for conduct/discipline, safety and health and legal matters. In-house translations for testing, parent conferences, language proficiency conferences, by members of the language proficiency team.

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.

Documents will be translated in a timely fashion by using outside vendor the Legal Interpreting Services, Translation and Interpretation Unit as well as staff translations.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Continuous reinforcement throughout the year. Staff members are informed at staff meetings of all policies and procedures regarding translation and interpretation. Copies of T & I Language ID Guides and Language Palm Cards, I- Speak cards are distributed via staff mailboxes.

## **Part E: Providing Notice of Language Assistance Services**

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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

We will provide translations of documents in regard to critical information about their child's needs/education to include: registration forms, program selection forms, (ESL, Bilingual, Special Ed, General Ed), conduct sheets, health and safety issues/plans. This will be done by phone, in person, and with the use of interpretation services. Welcome Poster is displayed in our main office, also Posters where parents can obtain instruction on where to locate interpretation services as well as multi-language signage. Parent's Bill of Rights is distributed at parent workshop, displayed on parent coordinator resource table during Parent Teacher Conferences and available during PTA meetings. Parents are able to identify their language using the Guide to Language Access at entering the main office. Safety Agents are provided with the Language ID Guide and the over-the-phone card. We also provide parents with a parent version of the student planners/agendas we distribute in English and Spanish.

## **Part F: Monitoring and Quality Control**

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

We will use parent surveys during the Parent Teacher Conferences. Parents will express their concerns on quality and availability of services during PTA/SLT monthly meetings. A consistent focus group of parents that represent the languages that are spoken in our school gather monthly with the parent coordinator to discuss scope and sequence of professional development, resources to support student learning, translation of information and community resources. The parent coordinator tracks family concerns and complaints in regard to notifications from our school. This feedback will provide with us information so that we can ensure that parents be active agents of their childrens education.