

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K137

School Name:

P.S./I.S. 137 RACHEL JEAN MITCHELL

Principal:

ROSE SUZETTE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 137 Rachel Jean Mitchell School School Number (DBN): 23k137
Grades Served: Pre K – Grade 8
School Address: 121 Saratoga Avenue, Brooklyn , New York 11233
Phone Number: (718) 453 – 2926 Fax: (718) 453 - 5363
School Contact Person: Suzette Rose Email Address: Srose8@schools.nyc.gov
Principal: Suzette Rose
UFT Chapter Leader: Michel Mok
Parents’ Association President: Antoine Reels
SLT Chairperson: Marian Burton
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere De Govia
Superintendent’s Office Address: 1665 St. Marks Avenue
Superintendent’s Email Address: mdegovi@schools.nyc.gov
Phone Number: (718) 240 – 3677 Fax: (718)385- 3768

Borough Field Support Center (BFSC)

BFSC: 23 Director: Bernadette Fitzgerald
Director’s Office Address: 131 Livingston Street, Brooklyn New York 11201
Director’s Email Address: Bfitzge2@schools.nyc.gov
Phone Number: (718) 935 - 3954 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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Suzette Rose	*Principal or Designee	
Rena Shepard	*UFT Chapter Leader or Designee	
Antoine Reels	*PA/PTA President or Designated Co-President	
Geraldine Walters	DC 37 Representative (staff), if applicable	
Antoine Reels	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janice Johns	Member/ Parent	
Andrea Stewart	Member/Parent	
	Member/ Parent	
Melonie Ray	Member/ Parent	
Antoine Reels	Member/ Parent	
Claudette Bolen	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kenneth Rivers	Member/ Teacher	
Marian Burton	Member/Teacher	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

Our Mission

The mission of The Rachel Jean Mitchell School, PS/IS 137 is to create a community of lifelong learners joined in the pursuit of excellence. It is our common goal to promote rigorous high quality instruction this is aligned to the Common Core Learning Standards and addresses individual student's needs. We strive to "develop the total child, intellectually, socially and emotionally" to enable our students to be prepared for high school, college, career and the challenges of life. We are sensitive to the needs of our staff, students and their families. So we work diligently at maintaining an environment that is welcoming, safe and respectful for all.

Below are a number of programs that PS/IS 137 offer within the school, as well as with partnerships with various organizations and corporations. These programs help to build our school community and support the needs of our children academically and socially.

Our Robinhood Library is consistently adding new titles to our extensive collection of books.

Reading is a focus for our continuing initiative to increase academic vocabulary and comprehension.

We have been awarded a grant to have a garden program in our school and have school wide involvement. We have had our first year of harvest. We would like to continue to educate students about eating healthy by planting and harvesting vegetables from our own school garden. We also received a compost grant that aides in the sharing the importance of recycling and reusing products with the entire school community.

We have been awarded a CASA grant again this year to continue to infuse the Arts to enhance and support academic achievement. This year we are supporting the dance and music program by offering Caribbean Dance and African Drumming in after school enrichment through the arts. Students will work in both programs toward a culminating performance.

Each school year, during the month our May our school-wide Science Fair occurs. During this time our students engage in scientific inquiry by choosing a research topic of choice. Students as individuals and groups formulate hypothesis and prove or disprove their questions using experimentation. Students develop hands-on projects for observation and testing. The entire school community is transformed into a laboratory to showcase students' talents.

Technology integration into the learning experience through SMARTBOARDS in every classrooms and our Apple Mac Computer Lab are highlights of our school community. We have 120 laptops that are distributed through 4 laptop carts on each floor. There are also 30 I-Pads used for research and interactive computer assignments. These tools enable our students to be afforded with opportunities to prepare for college and career readiness aligned to the Common Core Standards.

The collaboration with SONY DYCD Urban Strategies Middle School After-School Program has provided our students with experiences aligned to STEM (Science, Technology, Engineering and Mathematics) including social and emotional supports.

All students in grades 1 – 8 are provided with After-School opportunities the focus on interventions that aide in closing the achievement gap for our lowest 3rd population, including or ELL and SWD. All students that participate in our after-school programs are also able to participate in the school's recreation program. This program offers our students with the option to choose to participate in the following clubs on Fridays:

- Dance – Ballet/ Caribbean
- Music
- Art
- Video Games
- Board Games
- Student Government
- News Paper
- Drumming

Our school provides a built in advisory program for grades 5 – 8 by our school’s guidance counselor as a preventive measure to address and curtail student discipline issues .This has resulted in a decrease of student infractions, resulting in a safe school community as indicated by our school’s 2013 – 2014 NYC Learning Environment Survey.

Every school year in June our students participate in an Anti-bully Student Appreciation Carnival. The purpose of this event is to revisit our Non-negotiable, celebrate the reduction of bullying within our school community while providing social and emotional supports. The elements of the Framework for Great Schools in which our school has made the most progress over the past year is improving both progress and performance through the implementation of “Rigorous Instruction” and “Collaborative Teaching.” My school’s key area of focus for the 2015 – 2016 school year will be using assessment in instruction to sustain and improve student learning outcome.

23K137 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	306	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	7	# Drama
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	85.9%	% Attendance Rate	88.4%	
% Free Lunch	85.7%	% Reduced Lunch	3.1%	
% Limited English Proficient	3.1%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	6.1%	% Black or African American	73.1%	
% Hispanic or Latino	18.0%	% Asian or Native Hawaiian/Pacific Islander	0.7%	
% White	1.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	7.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.33	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.3%	Mathematics Performance at levels 3 & 4	17.6%	
Science Performance at levels 3 & 4 (4th Grade)	77.1%	Science Performance at levels 3 & 4 (8th Grade)	44.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%	
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

According to the 2014 – 2015 School Quality Review our school needs to improve in the area of Curriculum Development 1.1. Whereas our school aligns instruction according to the common core standards using researched based resource, the implementation of curriculum maps and units plans to provide evidence as to how our schools curriculum is being refined to address current student needs is essential. As a result of the feedback, during the 2015 -2016 school year all teachers will engage in weekly team meetings either by grade or by content. Common meeting time will be planned into the master schedule to provide a structure for professional collaboration. Teacher leaders , Model Teachers and Literacy Coaches and Peer Collaborative Teachers will serve as liaisons sharing information between teachers and administration. Teacher leaders will engage in inquiry based collaborations, to examine student data and work products that result in rigorous instruction and improved student achievement.

- Content and grade level inquiry teams will use data from multiple sources including Reading Street, Prentice Hall Literature, My Math, Go Math, CMP3 Math and Glencoe Math baseline and culminating assessments, Periodic Benchmark Assessments, NY Ready Assessments, I Ready Diagnostic Assessments as well as student work products will be used to understand trends across the school, grades, and classes. Units of study and lesson plans demonstrate planning aligned to the Common Core Learning Standards and highlight the instructional shifts. Multiple sources of data are analyzed to refine plans, instruction and student groups.
- We use protocols (Looking at Student work) and procedures to analyze data and study student work products across grades so that we can get an understanding of student learning. Teacher teams use the findings to discuss implications for instruction, adjust teaching strategies based on identified needs.
- Our Teacher Leaders, Model Teacher and Lead Teacher, engage in central Inquiry with the principal and assistant principal to study trends, areas of growth and weakness. School-wide/ grade level data is analyzed and adjustments are made in planning within student groups. All stakeholders including administration participate in professional learning to deepen instructional practice. The lead teacher turnkeys’ professional development to teacher teams. The Model Teacher and Grade Leaders are the liaison between teachers and supervisors. They are responsible for sharing vital information, curricula, data and best practices with colleagues. Key instructional decisions are made collaboratively, including the choosing of current Common Core aligned programs for ELA and Mathematics as well as the resources used for Academic Afterschool/ Saturday School Program.
- The Professional Development Team plans PD in collaboration with Administration and keeps track of PD as it is provided to individuals and groups and determines whether or not PD is working to improve teaching and learning. Teacher Professional Development needs were surveyed and ranked. Feedback from the 2013 -2014 MOSL was used to determine the focus of the PDs. The PD Plan was created collaboratively and aligned to teacher feedback to support teaching practices and improve student-learning outcomes. Teams and/or individual teachers attend professional development outside of school based on need and are encouraged to come back and turnkey to the staff if needed.
- At Risk Services are provided to our students as an intervention before students are referred for mandated related services as follows: Speech, Counseling, SETTS, AIS, RTI

Our school administration meets to look at data, observation feedback and discuss school wide problems. They brainstorm on ideas that need to be included in teacher teams. Each team maintains agendas, notes, rubrics, resources and protocols used.

Impact:

Collaboratively our school decided to focus on using assessment to inform instruction by feedback collected through MOSL, looking at student work and classroom observations. Our instructional focus is a common goal that inspired school – wide collaboration, and created a common language that directly impacts student ownership of using data and assessment to inform instruction and improve student learning outcomes. Measurable growth in both English Language Arts and Mathematics will be evident according to the results on the 2015 – 2016 Common Core State Assessments after analyzing results of this school wide implementation. overall achievement.

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 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

School Goal #1 : By June 2016, teachers will receive ongoing Professional Development aligned to the Framework for Great Schools to improve rigorous instruction as measured by an increase in students skills as measured by a 3% increase in students scoring at level 3 and 4 on NYS ELA assessment.

The goals that we've focused on this past school year have been informed by the following:

- PPO’s (Principal Performance Observation),
- Self-evaluation as a staff
- Framework for Great Schools
- Learning Environment Survey
- School Quality Guide/ Quality Snapshot
- Danielson Framework for Teaching
- Data captured from Advance

Ultimately, our year to year goals are simply pathways to our long term goals of ensuring our students are productive citizens. The students will be prepared to meet the demands and challenges of the real world and are college and career ready.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
To ensure pedagogy is in alignment with the Common Core curriculum, administrators will complete short, frequent	Teachers and Cluster	Beginning September	Principal

classroom visits for informal observations and formal observations. The observations will evaluate professional practices; provide meaningful feedback and next steps to develop instruction linked to professional development.	Teachers of PreK – 8	2015 and ending June 2016	Assistant Principal Teacher Leaders Coaches Model Teacher Peer Collaborative Teacher
-	-	-	-
-	-	-	-
-	-	-	-

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • The Administrative Team will make frequent informal classroom visits • Daily snapshots will be conducted using a rubric containing Charlotte Danielson Framework for Teaching. Cycles of observations will be completed according to teacher selection (Option #1 -1 Formal and 3 Informal Observations, Option #2 6 Informal Observations , Option # 3 for Highly Effective Teachers Only 3 Informal Observations w/ classroom inter-visitations and Option #4 for Effective Teachers 4 Informal Observations). • Timely feedback will be shared to enhance teaching practices and improve student achievement. • Weekly teacher teams meetings will be conducted across the grades that focus on increasing student learning. • Teachers will provide multiple entry points to enhance learning opportunities for all students. • Next steps for continuous improved student outcomes will be discussed. • During teacher team meetings student work will be analyzed, compared to a rubric and the expectations of CCLS to understand how students are learning. <p>The teacher teams will engage in cycles of inquiry to analyze baseline, school wide and teacher made assessments and make instructional adjustments/ differentiate to meet the needs of all students</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • MOSL, standardized tests and other scholar performance data such as Unit tests, BOY, MOY, EOY, Diagnostics and Predictive tests will be the target to evaluate progress in instruction and learning. • Mid-year and end of year reviews of formal and informal observations for teachers. • Classroom snapshots to evaluate teacher progress, effectiveness, and needs assessment • Formal observations with pre and post observation conferences to enhance teacher performance. • Professional Development for all pedagogues in all 8 components of the Danielson Framework. • Teacher team meetings to discuss the strengthening of students’ academic growth across grades and subject areas and teacher needs assessment 										

- Overall student performance on the school's 2015 – 2016 Student Report Card (reveals academic growth in student performance). Teacher self-assessments on selected components of a research-based rubric by Charlotte Danielson.

Cumulative Professional Development provided to teachers and is utilized by them to advance student outcomes. Individual Professional Development Plan for each teacher based on Charlotte Danielson Teaching Framework with next steps after each formal, informal observation or daily snapshot. Low inference note taking using Danielson research-based rubric to evaluate teacher effectiveness.

Impact :

An analysis of our work shows that teachers are able to create next steps for improving instruction and their pedagogy. In addition, teachers frequently engage in peer inter-visitations to gain more insight on teaching new objectives. Likewise, the rigor in our school is reflected in the same way on the state exams. Despite the higher standards and the shift to CCLS, PS/ IS 137 has shown a pattern of progress on NYS CCLS standardized assessments. Through mini-checks we will see a steady growth in student performance. Currently, 77% of our students met the promotion criteria on the Common Core State Mathematics Exam , and 73% of our students met promotion criteria on the Common Core State ELA Exam.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Our school has noted a decrease in proficiency levels 3 and 4 in ELA Assessments. We need to target instruction with strategies increase critical thinking skills, analyzing text, and reading comprehension. Informational texts are a focus as well as Tier III and Tier IV vocabulary. Responding to literature, research reports, and expository writing are to be emphasized during the literacy block.

We have an increase of students with IEP’s in self –contained and mainstream classes who are in need of additional support in ELA to reach their goals. We have students entering our school in early childhood who lack fundamental literacy skills. The data reflects that these students when evaluated using Fountas and Pinnell are deficient in literacy skills for the grade. They need additional support to reach mastery. Emphasis on reading comprehension and exposure to books through read aloud and” just right books” will be added to the school focus.

Our 3.45 percent ELL population s are mostly newcomers and they are identified for additional support to progress in English Language fluency. The more advanced ELL’s need support to reach Commanding/Proficient in the English Language.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3- 8 will acquire academic gains aligned to common core standards by 1 to 3 percent in ELA NYS Assessment by giving students additional support and differentiating instruction. Our school will implement programs and strategies aligned to instruction:

- Afterschool ELA academic support in grades 3 -8 for reading and writing
- Using data from benchmark assessments to target specific skills in Reading comprehension and vocabulary- all grades
- Implement D.E.A. R .in all classrooms- all grades
- Refer to IEP and English language proficiency level of ELL’s to individualize support in language skills and comprehension
- Incorporate enrichment activities to challenge students and to promote critical thinking skills

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Professional Development in instructional intervention strategies will be presented by Lead Teachers, Instructional Lead Teacher, Administrators, Coaches, Network Specialist, Teachers, and Support Staff to classroom teachers to differentiate instruction for students.</p> <p>2. Strategies to help regular classroom teachers and special education teachers collaborate and encourage mainstreaming for IEP students as a part of Phase I is ongoing. Inter-visitations within our school building, peer schools and network schools to observe and understand strategies to improve intervention and address the needs of Students with IEPs as well as English Language Learners.</p> <p>3. Cohesive curriculum planning will be used at Teacher Teams across grades and subject areas. Teachers will adjust the Curriculum Maps where required as they reflect on the impact of their instructional practice on student achievement and goals. Grade Leaders communicate across grades at Common Planning time and at Grade Meetings. Discussion of themes, skills, and curriculum focus will allow consistency of curriculum and instruction. Our school has integrated Project-Based Learning across disciplines to scaffold instruction and make meaningful connections within the Common Core Learning Standards. Grade Leaders have been designated to share ideas and collaborate on classroom practices and to turnkey relevant information. Common Planning within grades is observed weekly to increase collaboration and best practices. Ideas and practices are shared across grades and disciplines. Support for using data to drive instruction is given by Data Specialist, Grade Leaders, Lead Teacher, and Administrators which will lead to full implementation of data driven instruction, school-wide.</p> <p>4. Instructional Lead Teacher will be used to support teachers in engaging teachers throughout this process. Time will be</p>	<p>Students of grades 3 - 8</p>	<p>Beginning September 2015 and Ending June 2016</p>	<p>Classroom Teachers Cluster Teachers Coaches Principal Assistant Principal Peer Collaborative Teacher Model Teacher Teacher Leaders</p>

<p>allocated on Mondays from 2:40pm-3:30pm for Professional Development opportunities for teachers to learn to incorporate additional strategies to assist students with mastery.</p> <p>5. Professional Development will be delivered by Administrators, Lead Teacher, Coaches, Network Instructional Specialist, Consultants and Teachers in Using Data to Differentiate Instruction, Developing Higher Ordered Vocabulary, and Implementation of the Common Core Learning Standards, Depth of Knowledge, Curriculum Mapping and Unit Planning and will be ongoing. Additional topics included are: Strategies to Increase Reading Comprehension and Literacy through Writing based on grade and classroom needs. Writing skills are part of the focus areas of needed improvement. There is a need for increased time for feedback, reflection and discussion during grade meetings, professional development, and cabinet meetings. Lead Teacher will also push-in and model skills and strategies in classrooms.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <ul style="list-style-type: none"> • Students are targeted for pull -out or push- in AIS support based on scores from 2014-15 School Year. • Benchmark Assessments from Reading Street and Prentice Hall Literature and cycles of observations will be used to monitor student progress. • Student performance is tracked using Fountas and Pinnell Benchmark Assessments to identify their Lexile level. Reading programs containing built-in Benchmark Assessments are used to evaluate various performance skills. • Response to Intervention Afterschool Program and the Academic Afterschool Program are available for students in Grades 1-8. <p>AIS on foundational reading skills and literacy through writing especially for SWDs and ELLs</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

There is an increasing need to improve community and family engagement for our school community as depicted by the 2014-2015 School’s Learning Environment Survey. Although the school regularly communicates and provides information to families, we must provide parents and families with more opportunities to voice their ideas and involve themselves in our school community. We must also use various methods of communication (e.g. email, school website, newsletter, meetings, school message system, communicate in multiple languages) to inform and engage our families in the school community.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 1-3% increase in parents who agree or strongly agree on the school culture section of the NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • The school’s Parent Coordinator will provide monthly workshops for parents based on a parent survey and needs assessments. • The parent coordinator will collaborate with the PTA and plan monthly meetings to address the needs of our parents. • Parents will receive a parent handbook of parent and student expectations. • Parents will be invited to quarterly assembly programs to recognize student achievements and attendance. • Parents will receive a monthly calendar of events and workshops. • Progress reports will be distributed to parents in addition to regular scheduled report cards to inform our parents about student progress. A monthly newsletter, informational notices about our school or upcoming school initiatives will be sent to parents via student’s backpack, postal service, phone message or email. • Parents will be regularly informed about school expectations, implementation of the common core learning standards, workshops, student performances and ongoing events. • Parents will receive interim progress reports in addition to the quarterly report cards. Individual parent conferences will be scheduled to monitor and communicate student progress. • School leaders will ensure that parents receive a copy of our parent policy and attend monthly meetings hosted by the Parent Coordinator. 	Parents Families Guardians Care Providers	Beginning September 2015 and Ending June 2016	<p><i>Parent Coordinator</i></p> <p><i>PAC/PTA President</i></p> <p><i>Principal</i></p> <p><i>Assistant Principal</i></p> <p><i>Consultants</i></p> <p>Vendors</p>

Parents will be encouraged to complete feedback forms after attending the monthly meetings so that the improvement of community and family engagement can be examined.			
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-	-	-	-
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Part 4 – Budget and Resource Alignment

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

The following programs and workshops have been designed or implemented by PS/IS 137 and parents:

- Parent Math and Literacy Development
- Parenting Skills/Family Support Resources.
- Leadership Development

(P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)

- Understanding and participation in instructional initiatives
- Workshop on Title 1 laws and the No Child Left Behind Act of 2001
- Dial - a Teacher (212) 777- 3380 (Monday thru Thursday 4:00 pm – 7:00 pm)
- School-Based Support Services
- Provide the coordination, technical assistance, and other support e.g.

(Parent Coordinator, Lead Teachers, Assistant Principals) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

- Conduct outreach activities and parent training, especially new parents and non-English-speaking parents.
- Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Per Session funding will be used to fund additional home visits and outreach. Title I Funding for parental involvement to conduct workshops for parents. Translation funding used for outreach to Spanish speaking parents.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Parent workshop outcomes
- Minutes from parents meetings
- Evidence of the effectiveness of protocols written in handbook.
- Turnouts at monthly assemblies with feedback
- Parents responses to the calendar
- Progress reports
- Parents responses to newsletter and informational notices
- Student academic growth from parent workshops in Common Core Standards

- SLT reports
- Quarterly feedback from students , teachers and parents (School Wide Environmental Survey)
- Newsletter dissemination

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	I ready Diagnostic Assessment ELA (K – 8) Fontas Pinnell Performance Series Benchmark Assessment Performance on ELA State Assessment Teacher Screening Tools Beginning / Mid Assessments Formal and Informal Assessments Lowest 3 rd performing students At Risk Students	Grades K-2 Words Their Way, Reading Street Decodable Books Early Childhood RTI- Grades 1 and 2 – Reading Street Intervention Kit Grade 3-8 -I Ready and Ready materials, Buckle Down Reading CCLS Grades 7,8- Writing skills	Small group instruction, targeted students for intervention based on performance data reports	After School All grades- 2 hours, Wednesday and Thursday 2:40 PM – 4:50 PM
Mathematics	I ready Diagnostic Assessment Math (K – 8) Fontas Pinnell Performance Series Benchmark Assessment Beginning / Mid Assessments Formal and Informal Assessments Performance on Math State Assessment Teacher Screening Tools Lowest 3 rd performing students At Risk Students Beginning / Mid Assessments	Grades K-5 Go Math CCLS, My Math K - 5 Glencoe Math 6-8 , CPM3 Math 6 - 8 Grades 3-8 -I Ready, Ready, Solve It Math, Strategies for Math Success- Problem Solving, additional help for grades 3-8- preparation for New York State exams and Algebra1 Regents	Small group instruction, targeted students for intervention based on data reports	After school All grades 2 hours, Wednesday and Thursday 2:40 PM – 4:50 PM

	Formal and Informal Assessments			
Science	Performance Series Benchmark Assessment Beginning / Mid Assessments Formal and Informal Assessments Teacher Screening Tools Lowest 3 rd performing students At Risk Students	Grade 4- Science test preparation and support/ lab instruction Grade 8 – additional help and preparation for NYS Science Test, Exit Project and Living Environment Regents exam	Small group instruction, targeted student based on performance data through summative and formative data	After School 50 minutes Wednesday and Thursday, lab time during school day
Social Studies	Benchmark Assessment Teacher Screening Tools Lowest 3 rd performing students At Risk Students	Grade 8-research support for students completing exit projects	Students completing 8 th grade requirements for graduation whom need additional help and support	After school and during school designated library research time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> • ERSSA counseling for targeted at risk students • Peer Pressure and Bullying conferencing and prevention counseling • Individual counseling • Evaluation of referred • at –risk students • Parent conferencing and referrals for outside CBO counseling services • Conflict resolution • Articulation- Middle School/High School • College and Career Readiness 	One to one, small group, whole class, teacher professional development	During school hours, after school, before school

		<ul style="list-style-type: none">• Child Abuse Prevention /Intervention		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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>Our highly qualified staff is led by team grade leaders. Their role is to share ideas and foster collaboration on classroom practices. Teachers participate in seminars and conferences to update their knowledge of current pedagogical practices. Outside training and retreats are provided to expand on content based knowledge and discuss school improvement strategies. Increasing capacity within the building expands teacher leadership in the school community. Communication between administrators and staff is fostered by an open door policy. These initiatives combine with up to date curriculum, technology and resources to create an environment that supports highly qualified educators. For recruitment purposes, newly hired teachers go through the process of applying for the vacancy position through Open Market. The administrative team reviews the applicant's resume to ensure that potential candidate possess the required certification for the vacancy</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Overall student performance on the school's 2015 – 2016 Progress Report will reveal an increase in overall student performance 3 points. Teacher self-assessments on selected components of a research- based rubric by Charlotte Danielson. Individual professional development plans for each teacher based on Charlotte Danielson Teaching Framework with identified next steps after each formal, informal observation or daily snapshot.</p> <ul style="list-style-type: none"> • Professional development will include the use of online technology resources to gather data and assess student progress. • Use Pearsonsucccess .net to target student assignments based on multiple forms of data . • Workshops that train teachers to increase inquiry in the classroom and facilitate student centered learning. • Share best practices for differentiating instruction .

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Plans for the transition of early childhood into pre-school are:

- Reading Street Common Core for Pre-K through-5
- Ready New York English Language Arts Instruction for K-8
- My Math used for grades K through 5
- Go Math used for grades K-5
- New York City Science for Pre K - 5

Houghton Mifflin Social Studies Grades K-5

- Parent involvement activities including workshops to facilitate parent engagement in homework and questioning strategies .
- Expectation package outlining classroom goals for the school year.
- Meetings held monthly across grade levels to share expectations for each grade level
- Share data of struggling students

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.

Teachers participate in meetings to gather and discuss the affective assessments for school use of the measures of student progress (MOSL) learning committee. MOSL committee members discuss effective tools for assessing student progress in ELA and Math.. After assessments , MOSL committee review students data and evaluates quality of assessment.

Th professional development committee reviews student data and makes decisions for professional development workshops that closely correlate to student performance and needed topics to help teachers build capacity . Teacher may select form different workshops which will suit their students and professional needs.

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

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

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	240,227.00	X	x
Title II, Part A	Federal	101,677.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,903,825.00		x

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/IS 137 Rachel Jean Mitchell]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing

a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 137 Rachel Jean Mitchell 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS/IS 137 Rachel Jean Mitchell , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 137
School Name Rachel Jean Mitchell		

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 Suzette Rose	Assistant Principal Michael Giedgowd
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Linda Sedda	School Counselor Janette Gutierrez
Teacher/Subject Area Diedra Williams	Parent Antoine Reels
Teacher/Subject Area type here	Parent Coordinator Jan Potter
Related-Service Provider Ekene Seymour	Borough Field Support Center Staff Member type here
Superintendent Mauriciere De Govia	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (excluding pre-K)	297	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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"/> 12 <input type="checkbox"/>
---	---

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8	0	1	1	0	0	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		2	1	1		2	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - The assessment tools used to assess early literacy skill differ in early childhood , elementary and middle school. We use Fountas and Pinnell in Grades K-2 to assess literacy skills. Grades three through eight are given a benchmark ELA diagnostic to determine literacy skills. During ENL , we use Imagine Learning software which does a comprehensive literacy skills analysis with data. The data is organized by literacy skill and progress made to date. This data enables both the teacher and the ENL teacher to target areas of need and support the student progress toward English proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - The data from the NYSELAT and the NYSITELL show progress based on the modalities, Listening , Speaking , Reading and Writing. Students entering with no English or limited English make progress in Listening and Speaking before Reading and Writing. Students will more than two years of ENL support begin to make significant progress in Reading. Writing is the last modality that students reach proficiency. The NYSITELL gives a baseline of English proficiency , then the mid-year benchmark assessment gives data to monitor progress in the four modalities and targeted areas of focus to improve proficiency level. The NYSELAT gives both quantitative and qualitative data to assess the yearly progress of all ENL students
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOTool](#))
 - We do not participate in the AMAOTool because we are not part of TITLE III since our ENL population is ten students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The patterns of performance levels are based on multiple factors. Performance levels are higher in all modalities when parental language is not limited to the native language. Students' grade level also determines performance. Students in kindergarten through second grade progress more rapidly because teachers are teaching fundamentals of language to all students whereas students in

grades three through five progress and higher performance levels are more gradual. The difference in progress and performance depends on higher level academic vocabulary and reading levels. The middle school students have the greatest difficulty reaching grade level performance and proficiency due to the complexity of text lack of the fundamentals of the English language. The data reflects Spanish speaking students who take the Spanish LAB –R are language proficient in the four modalities.

The School leadership and teachers are using the periodic assessments to target areas of focus to increase English Language proficiency. In the classroom, the ENL teacher and classroom teacher can then formulate an individualized plan to support the students' progress in English. The support software and other material is used to differentiate instruction in the classroom and with the ENL teacher. The school is learning that there is a direct relationship of the native language education to the ability for the ENL students to translate those fundamentals of language to English. The NYS Math Assessments given in the native language or translated, reflect better student comprehension and performance within the first year of ENL.

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](#).]

5. Our schools analyses multiple data sources to determine the best strategies for RTI for students who are struggling and or have IEP 's and are ELL's. In most cases because of our small population of ELL's , Tier I intervention with additional differentiated resources within the classroom help students progress to reach grade level standards in English Language proficiency. There are always variables depending upon individual students language proficiency, disabilities/IEP status, and academic performance which determine the individualized RTI needs for each student.

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

We make sure that our students language needs are considered during instructional planning by conducting conferences about individual students with classroom teachers. We look at data , learning styles , and strategies that will facilitate language acquisition. We offer additional support as indicated through AIS , afterschool programs , peer tutors who are fluent in student's native language , and interactive computer software . We conduct workshops for parents to facilitate their ability to help their children with homework. We offer opportunity to take English Language classes for parents at a nearby Community Based Organization.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- 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).

Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given. Once the Home Language is determined to be a language other than English, the student is given the NYSITELL by a certified ESL teacher who then scans answer documents to ATS. The results of the NYSITELL determine level and entitlement of students for ENL/ Bi-lingual services or Dual Language program. Spanish LAB-R is administered to those Spanish speaking students. This evaluation process is completed within the first ten days of student enrollment in school.

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).

Students who are SIFE are interviewed and given informal assessments in the form of reading and/or writing with grade appropriate teacher or interview with student in native language.

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).

Paste response to question here:

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.
- Once the Home Language is determined to be a language other than English, the student is given the NYSITELL by a certified ESL teacher who then scans answer documents to ATS. The results of the NYSITELL determine level and entitlement of students for ENL/ Bilingual services or Dual Language program. Spanish LAB-R is administered to those Spanish speaking students. This evaluation process is completed within the first ten days of student enrollment in school. Letters of Entitlement are sent to the parents of students whom NYSITELL scores have deemed them as eligible to participate in an ENL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or NYSITELL. These letters are maintained by the ENL teacher.
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).
- Paste response to question here:
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.
- PaA parent orientation is given to inform parents of the three ENL program choices, Transitional Bilingual, Dual Language, and Freestanding ENL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. This session is conducted by the ENL teacher with staff assistance. Included members of the orientation are a family worker and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation. The parent survey and Program Selection forms are given to all participants to make an informed decision about their preferred program participation for their children. The school informs the parents of the requirements for TBE program formation. There must be a minimum of fifteen students in two consecutive grades, speaking the same language to make this program available. If the school does not have the amount of students to form a bilingual program, the school informs the parents of the school sites within the district in which this program is offered. Parents can accept or reject the available programs and /or transfer their child to a school where the program is available. They may also opt to have their children participate in the school's freestanding ENL program. Parents are informed that the school will monitor the requests for the TBE and contact them should the school meet the program offering requirement. Students are then placed in the parent's preferred program choice within the first ten days of enrollment. The enrollment process is ongoing during the school year therefore multiple orientation sessions may be conducted to accommodate those parents of ELL's for their placement throughout the year. All Parent Surveys and Program Selection documents are distributed and collected if possible on the day of the orientation by the ENL teacher. HLIS documents are stored in permanent school file and parent selection, entitlement , continued entitlement letters are maintained by ENL teacher.
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.
- All Parent Surveys and Program Selection documents are distributed and collected if possible on the day of the orientation by the ENL teacher. HLIS documents are stored in the student cumulative permanent school file and parent selection, entitlement , continued entitlement letters are maintained by ENL teacher. Parents are contacted by the ENL teacher if the documents are not returned and informed that their children will be placed in the default program for ELL's is Transitional Bilingual Education as per CR Part 154. Parents are also given the form to select the language of preference for school communication.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Parents are contacted by the ENL teacher if the documents are not returned and informed that their children will be placed in the default program for ELL's is Transitional Bilingual Education as per CR Part 154. Parents are also given the form to select the language of preference for school communication.Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.
- Letters of Entitlement are sent to the parents of students whom NYSITELL scores have deemed them as eligible to participate in an ENL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or NYSITELL. These letters are sent and maintained by the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- HLIS documents are stored in permanent student cumulative school file and parent selection, entitlement , continued entitlement letters are maintained by ENL teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The NYSESLAT is given to all ELL's in the spring and is the Listening /Reading sections are administered by the ENL teacher in a separate location by grade level. The speaking section is administered by a highly qualified ELA teacher in the presence of the ENL teacher. The writing section is also given by grade level in a separate location given by the ENL teacher during the time frame

allotted for testing the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters of Entitlement are sent to the parents of students whom NYSITELL scores have deemed them as eligible to participate in an ENL program. Parents are sent continued entitlement letters, transitional support as well as non-entitlement based on the results of the NYSESLAT or NYSITELL. These letters are sent and maintained by the ENL teacher.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent survey and Program Selection forms for the past few years, it has been the trend that the ENL freestanding Program is the preferred program chosen by one-hundred percent of parents

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 various proficiency levels not directed solely by grade level. All ENL students are taught by a fully certified ESL teacher and are assisted with the ENL integration using content area by classroom teachers from Kindergarten to the eighth grade. All students considered Commanding/proficient continue to receive support for two years though integrated ENL and content area instruction. Entering / Emerging students receive the mandated 360 minutes per week with the support of classroom teacher for ENL integration and content area instruction. Students who are SIFE are interviewed and given informal assessments in the form of reading and/or writing with grade appropriate teacher or interview with student in native language. The students with an IEP, students designated "at risk", "referred for multidisciplinary evaluation, and or finally, "not met the performance standards in reading and/or writing" or for holdovers are targeted to receive additional services including AIS after school programs, Saturday Academy and individual support as needed. The mode of instruction is through pull-out and push-in. Instruction is differentiated and groups are heterogeneous.
 - 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)?
Part 154 dictates units of study for English as a New Language. Entering /Emerging require 360 minutes of English Language study. Entering requires 180 minutes ENL stand alone and 180 minutes of Integrated ENL/ELA . Emerging has flexibility of 90 minutes ENL stand alone and 90 minute integrated ENL in content areas with 180 minutes Integrated ENL/ELA . Transitioning requires 180 minutes in integrated ENL/ELA with the flexibility of 90 minute block for Integrated ENL/ Content area instruction. Expanding is defined by 180 minutes of Integrated ENL /Content area instruction. Commanding which requires additional two year ENL support has flexibility in Integrated ENL/Content or another approved support program and is 90 minutes.
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.
Content is delivered through additional resources in specific content areas by ENL teacher with support from classroom teachers. Resources such as native language instructional materials are also used when available in student's native language. Reading content is given through content area teachers in middle schools and classroom teachers using differentiated instruction with resources available through school curriculum both through interactive technology and project based learning. Phonics support

through ENL instruction and

comprehension strategies are practiced within ENL pull out sessions. Dictionaries in native language are provide to help students with translation during classroom sessions. Interactive software program Imagine Learning is used to transition from native language to English as an intervention in the classroom . Imagine Learning is used to increase academic vocabulary and reading skills in the ENL classroom. English language learners workbooks are used in both middle school and for elementary students to differentiate instruction in the classroom environment. Imagine Learning and I-Ready are used as a diagnostic tool to target specific skills in English language acquisition.

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

N/A

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

Students are evaluated in the four modalities of English language using informal and formal assessments. Teacher created benchmarks and school based assessments are used to monitor progress in language acquisition. Common Core Curriculum aligns with NYSESLAT modalities and curriculum for ELL's is differentiated within curriculum materials. Interactive educational software with assessment data help ENL teacher /classroom teachers monitor progress and target areas of support .

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

Students as newcomers are supported by communicating in their native language if possible and using Imagine Learning software, students' textbooks in native language and dictionaries are used to assist in differentiating instruction in the classroom ENL teacher as push in/ pull out assists in student activities. Students are supported by peer tutors who are former ELL's and are proficient in the native language. Activities are adapted to students' proficiency/grade level with English language phonics and fundamentals of English used to support language development. Students participate in afterschool recreation and academic activities.

Developing students are supported by additional resources including interactive software and diagnostic programs that monitor progress. Curriculum materials are differentiated within program structure to target ELL's in the Elementary program. There are workbooks for ELL's in the middle school curriculum which support language development. Students receive differentiated instruction by classroom teacher and ENL teacher which are aligned with Common Core Learning Standards. ENL teacher has resources to support content area instruction and facilitate language proficiency.

Students are long term ELL's for various reasons and for this are targeted for individualized evaluation to reveal reasons for delayed language acquisition. Many students have additional disabilities and have an IEP which gives teachers goals and targeted areas of needed support. The classroom teachers and ENL teacher along with the School Support team will conference to assess the students' learning style and abilities and tailor language based activities which address support needed to achieve proficiency.

Former ELL's are given enrichment activities based on academic performance from assessments both informal and formal. Differentiation is based on continued levels of support in targeted areas of ELA, Math, and other content areas Although proficient these students like native language students need support in critical thinking, reading comprehension and writing. Additional support is through afterschool academics differentiation within classroom, interactive software and resources provided through school curriculum.

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.

N/A

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?

Students are provided with additional activities and resources to address areas of needed support in both language acquisition and ELA . Students with Disabilities have additional support when mainstreamed within a classroom with students who speak the native language of the student and are proficient in English to offer maximum tutoring and aid for student. Pull –out by ENL teacher gives individualized instruction in a small setting to maximize progress. Students participate in interactive software programs and afterschool academic and recreational programs to provide different avenues of language acquisition.

Chart 7 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?

Students who are ELL's with disabilities are mainstream during ELA and content area instruction depending on the level of proficiency, Students have more opportunities to progress toward IEP goals and it is the least restrictive environment Students experience a more diverse learning environment and are able to make greater progress

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

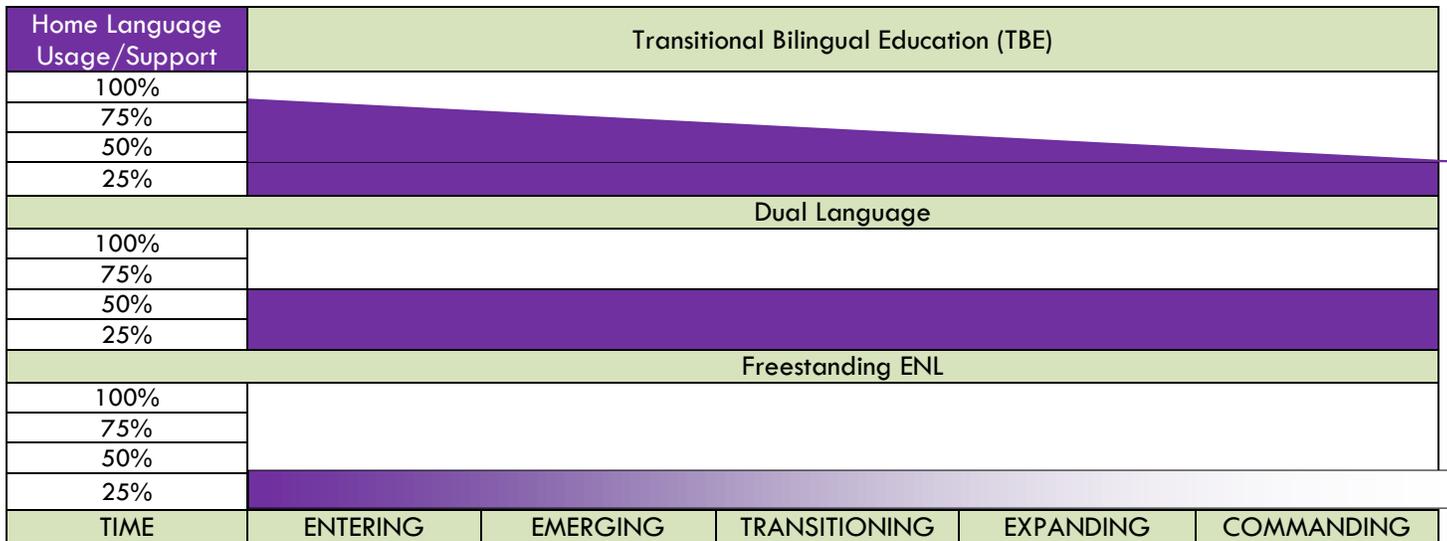


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We have a small population of ENL students and they are included in our school wide intervention programs. The programs are small group instruction and many monolingual students have many of the same reading and comprehension skills needs as our ELL's. In the small group setting students receive individualized support and are monitored on their progress by additional homework, reading and writing practice. Our instruction is in English in all of our classroom instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our support structure and small class size has been successful because the data shows that our ELL's made progress on the NYSELAT. Our ELL's take advantage of our academic, enrichment, and arts programs which supports advanced language development.
12. What new programs or improvements will be considered for the upcoming school year?
We have no new programs planned for the coming year.
13. What programs/services for ELLs will be discontinued and why?
There are no program at the present time to be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All Ell's are afforded equal access to all school programs whether after school or during school hours. Our Ell's participate in our regular after school programs and are all heterogenous .
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.
Our school uses I -Ready instructional materials and diagnostic interactive program. In addition we have the use of Smartboards in the ENL classroom as well as all classrooms to differentiate and address all learning styles. We have Imagine learning which targets ELL's native language to start and gradually transitions students to English with adaptive activities and interactive programming .
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our ENL program supports the students with textbooks in the native language when available . The ENL teacher supports students with dictionaries and speaks in Spanish to those students who have difficulty understanding and communicating in English. Uses translation software if unable to communicate effectively in native language. Parents are contacted in native language for necessary communication about students progress or needs .
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Services are scheduled by principal and follow the Part 154 guideleines for ENL. Students are group by age and proficiency level in no more than two contiguous grade levels . Push in-and Pull out are services provided.
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).
The ENL teacher greets and assists students and parents to help acclimate to school's environment . The Guidance Counselor advises and meets with parents and students do address any needs and help necessary to transition gradually to a new country and school environment. The guidance counselor is fluent in Spanish as well as other support staff. If no translation is possible then the Tranlation and Interpretation phone service is the alternative to assist in welcoming our newcomers. Our newly enrolled students are all welcomed into any schoolwide activities during the school year including assemblies , field trips , and other academic and recreational programs.
19. What language electives are offered to ELLs?
We offer to our seventh grade middle school students Italian as a mandated language requirement. There are no language electives.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - 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.)
Professional development is offered to all staff in order to increase awareness of ELL's obstacles in second language acquisition and to offer classroom activities that can address more learning styles within the mainstream classrooms. Information is given about the status of the ENL program, including the new classification and guidelines of proficiency levels, schedules, and ELL student information based on needs is addressed to facilitate teacher –student relationships. Lesson plan ideas are shared to facilitate learning in the regular classroom by new ELL's. Administrators, elementary level teachers, content area teachers, middle school specialized subject teachers, and all student support personnel participate in addressing the needs of ELL's. Teacher teams meet to contribute and participate in ongoing planning sessions to differentiate instruction and examine data to meet the needs of ELL's in the regular classroom setting as well as during pull out sessions with the ENL teacher. Collaboration with classroom teachers to understand the needs of the ELLs within the mainstream classroom is ongoing and will lead to ELL's increased academic performance and language proficiency.
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?
Our professional development targets the ELL components and activities within these programs in the Common Core Aligned reading program geared to language comprehension and fluency. Interim assessments given by the ENL teacher and teachers along with meetings with classroom teachers help develop differentiated instruction and collaboration for student progress. Teachers have teacher team meetings geared to specific grade and curriculum and to share best practices. Our school's focus on depth of knowledge skills and critical thinking strategies will give ELL's greater ability to reach grade level standards. Integration of content area informational text across grade levels will help students with reading comprehension and increase vocabulary. During professional time conferencing with teachers about student goals enable teachers to better reflect on strategies to enhance academic and English Language progress. Teachers evaluate progress through formative and summative data during professional teacher meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school is a Pre- kindergarten through grade eight so the transition to middle school is comfortable for the students because they remain in the same environment with the teachers they have been working with over time in the school. All the teachers support students transitioning to high school and career readiness with guidance counselor , parent coordinator , SBST and the ENL teacher to help parents and students acclimate to high school environment.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our professional development follows the guidelines of the ELL Policy 2015-2016. Classroom teachers, administrators, ENL teacher, and other support staff are continuously sharing best practices for ELL's through professional development , professional activity time, teacher team meeting and individual collaborative meetings to ensure the best language support for our ELL's . We have aligned our school focus for ongoing professional development to the Common Core Curriculum and critical thinking through integration of content area Tier III, Tier IV vocabulary, and comprehension skills.

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 ENL teacher, office personnel, the guidance counselor, classroom teacher, other support staff communicate with parents/guardians of ELL's is ongoing .Parents of ELL's are contacted on a regular basis to monitor progress and or concerns of parents. Formal meetings are ongoing as needed during the school year to give updates on assessment data and classroom activities. Support for parents to ensure ELL students make progress is given during meetings and or by other communication. Translation is provided for those parents unable to communicate in English whether verbal or written.

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.

Records are kept by the various persons involved with ELL parents. The guidance counselor, SBST , office personnel , ENL teacher , and classroom teacher keep their own records of corespondence to ELL parents. Meetings with parents may be collaborative especially involving newcomers and IEP students.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (translator provided), and school memos (translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided) Information is communicated to LEP parents through flyers and meeting about English language classes for parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Literacy Partners located at the Shirley Chisholm Community Center provide English language classes for adults.
5. How do you evaluate the needs of the parents?

Communicate to parents through phone conversations and ongoing parent teacher progress monitoring through letters, workshops, PTA meetings.

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

Our school addresses all parents and students needs through PTA meetings, parents workshops, open door policy , assemblies,and ongoing communication through flyers, School Messenger, phone calls and memos communicating all school activities and news .(Translation available)

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.

We have a strong arts program in which the ELL's participate . Music , dance and visual art give our ELL's opportunity through hands-on activities and experiences to express themselves creatively while they progress in English language proficiency. These experiences in art lead to increased progress both in English language proficiency and academic success.

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Suzette Rose	Principal		10/27/15
Michael Giedgowd	Assistant Principal		10/27/15
Jan Potter	Parent Coordinator		10/27/15
Linda Sedda	ENL/Bilingual Teacher		10/27/15
Antoine Reels	Parent		10/27/15
Deidra Willaims	Teacher/Subject Area		10/27/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Janette Gutierrez	School Counselor		10/27/15
Mauriciere De Govia	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23** School Name: **137**
Superintendent: **M. De Govia**

Before you begin, please check the following:

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

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

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

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

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

Upon registration, the parent is given the Home Language Identification Survey form in the appropriate language to identify students language needs. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language according to parent needs. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given and inputs information into ATS. Emergency contact information card is supplied to parents in the native language when applicable and parents select the form of school communication

Letters of Entitlement are sent to the parents in their native language of students whose NYSITELL scores have deemed them as eligible to participate in an ELL program in their native language and in English. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or NYSITELL in their native language and or English.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ENL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. it is presented in the available native language. This session is conducted by the ENL teacher with staff assistance. Included members of the orientation are the guidance counselor and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation.

Memo's and school communication is sent home to parents in the translation appropriate for family's needs.

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

We have a 3.45 percent population of ELL's in our school which is 10 students. Most parents prefer English however at time we have a small percentage of parents who prefer Spanish and French as a means of communication in both wrtten and oral . When indicated we bring in an interpreter for French . Most of the students are of Hispanic origin and there are several in house persons able to translate both orally and in written documents. We have dictionaries in the library and given to ELL's to help with day to day translation. Texbooks are provided to those students while in the English acquisition process. Parents and students can then understand the curriculum as it progresses without lapse in studies. The small population of ELL's allows for pairing of past ELL's whom are now proficient in English and are bilingual to assist with translation of daily assignments. At parent meetings there is an in house translator for our Spanish speaking parents.

Part B: Creating a Communications Calendar

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

Upon registration, the parent is given the Home Language Identification Survey form in the parents native language when possible to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. The ENL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. The DOE website facilitates the acquisition of the appropriate ELL entitlement letters, and related corespondence. Announcements will be given out whenever possible in Spanish, Haitian Creole, French, etc. Translation for parent meetings is also available within our school from our volunteers, family workers, parent coordinator, and staff members. Parents of ELL's will be encouraged to participate on the advisory councils and CEP review panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities. Parents are advised of the Department of Education website as a resource for families as many resources are translated into various languages .One to one meetings are scheduled to inform parents of important dates during the school year, testing , assemblies, holiday vacations, etc. Translation is available for those parents who are LEP in both written and oral communication.

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.

We have an open door policy at our school and yearly we invite parents to an open house in September . Parents are also invited to visit our classes as per request and view their child within the classroom. Parents can meet with a teacher every Tuesday for "Let's Talk" sessions after school as well as for our parent -teacher conferences. An in house translator is available by request as is an outside translator during pre- scheduled meetings.

Part C: Providing Language Assistance Services

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

Upon registration, the parent is given the Home Language Identification Survey form in the parents native language when possible to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Parents are introduced to the parent resources through PTA workshops. Announcements will be given out whenever possible in Spanish, Haitian Creole, French, etc. Translation for parent meetings is also available within our school from our volunteers, family workers, parent coordinator, and staff members. Parents will be encouraged to participate and become an active member of our school community by serving on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities. Most of the parents can be accommodated in Spanish by our in house staff however we have had outside vendors provide translation in French for select events. Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided)

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.

Translation for parents is conducted by in house staff and by resources provided by the Department of Education website. In certain circumstances when no in house translator is available , we will use an outside vendor to supply translation in language requested.

Part D: Training Staff on Policies and Procedures

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

Our school will provide professional development to review the translations services provided by the Translation and Interpretation Unit and review the information provided on the website .All documents can be printed as needed.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

All parents will be notified as to the availability of translated documents and oral translation through PTA meetings, parent meetings, individual parent conferences. Parents can request translation for student documents written or verbal. Support staff and in house translation is available to facilitate communication of important documentation and or events for LEP parents within school community .

Part F: Monitoring and Quality Control

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

Each year there is a school survey that all parents are encouraged to complete. We have an open door policy for all parents to meet with administration, teachers, parent coordinator, and support staff to express concerns and give us feedback or requests about our school's parents involvement and services. In house translation is available for Spanish language.