



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

**DBN: (i.e. 01M001):**                   **32K145**

**School Name:**                       **P.S. 145 ANDREW JACKSON**

**Principal:**                             **LINDA MALLOY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Andrew Jackson Elementary School School Number (DBN): 32K145  
Grades Served: Pre-K through Grade 5  
School Address: 100 Noll St., Brooklyn, NY, 11206  
Phone Number: 718-821-4823 Fax: 718-417-3453  
School Contact Person: Linda Malloy Email Address: LMalloy@schools.nyc.gov  
Principal: Linda Malloy  
UFT Chapter Leader: Andrew Silver  
Parents' Association President: Veronica Mejia  
SLT Chairperson: Catherine Garzon  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Dorothy Rodriguez  
Student Representative(s): N/A

**District Information**

District: 32 Superintendent: Lillian Druck  
Superintendent's Office Address: 797 Bushwick Ave., Brooklyn, NY 11221  
Superintendent's Email Address: LDruck@schools.nyc.gov  
Phone Number: 718-574-1100 Fax: 718-574-1245

**Borough Field Support Center (BFSC)**

Brooklyn North District  
BFSC: 32 Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street Room 300, Brooklyn, NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-4314

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda Malloy	*Principal or Designee	
Andrew Silver	*UFT Chapter Leader or Designee	
Veronica Mejia	*PA/PTA President or Designated Co-President	
Aida Cartegena	DC 37 Representative (staff), if applicable	
Dorothy Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Catherine Garzon	Member/ SLT Chairperson/Asst Principal (staff)	
Janet Franco	Member/Teacher	
Elizabeth Almonte	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vanessa Cruz	Member/ Parent	
Joanna Ruiz	Member/ Parent	
Idalia Carrion	Member/ PTA Treasurer	
Rebecca Padilla	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

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

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

PS 145, Andrew Jackson School, is an elementary school with 712 students (95% Hispanic) from pre-kindergarten through grade 5. The school is comprised of 32% English Language Learners, 15% Students with Disabilities, and 88% students who are eligible for free lunch. PS 145's Mission Statement states, "Every student at PS 145K will receive a solid foundation for learning through high quality, standard-based instruction. We will build a community of learners where all members, staff, students and parents are actively engaged in the educational process. Critical thinking and communication skills will be developed through enrichment opportunities across all content areas. We will create a positive, supportive educational environment that will develop lifelong learners, ready to be productive members of the world community."

PS 145 has a number of strategic collaborations, partnerships and special initiatives that are currently being implemented in order to strengthen teachers' planning and instructional pedagogy, as well as motivate and engage students, thereby impacting student learning. These include the following: Education Consortium – provides professional learning to teachers of English Language Learners and Dual Language teachers to increase pedagogical strategies and develop lessons utilizing language objectives, Amplify – provides professional learning to Kindergarten through grade 2 teachers on effectively utilizing the Core Knowledge Language Arts Program to develop reading, writing and language skills and Creative School Services - provides professional learning to teachers of grades 2,3, 4, 5 on utilizing the Go Math! program to support student learning. PS 145 is implementing the Building Blocks program in our Pre-Kindergarten classes which is a mathematics program designed to enable students to meet the new Pre-K standards by developing a strong conceptual framework, emphasizing mathematical thinking and reasoning.

PS 145's strengths are apparent in the systems set in place to foster high levels of consistency including the organizational program that affords teachers the ability to work collaboratively, develop and refine curriculum units and lessons, share best practices, and analyze student work to develop action plans with short and long term goals. Teachers have common preps as well as a strip on Thursday during which specific vertical instructional teams meet and discuss student data. Academic intervention is provided in afterschool programs, on Wednesday and Thursday for grades one through five in our Afterschool Success Academy. This program targets students in the lowest third as well as students that scored at level two on the NYSELA exam focusing on language development, reading comprehension, questioning and discussion development and writing using textual evidence aligned to the CCLS. English Language Learners in grades one, two, three and five attend the Saturday Program focusing on language and vocabulary development, reading strategies and the writing process aligned to the CCLS. Academic Intervention is also provided during the school day to small groups in grades one through five focusing on ELA and grades three, four and five focusing on Math skills and concepts.

PS 145's accomplishments are indicated in the progress that was made on the 2015 NYS ELA exam. Students in grades 3, 4, 5 showed an increase in proficiency (levels 3 and 4) to 15.8%, up 1.4% from 2014. Another accomplishment is apparent when looking at our NYSESLAT data. Out of 169 students who were tested, 69 achieved level 4 (Expanding) and 25 achieved level 5 (Commanding). In alignment with the Capacity Framework for providing a supportive environment and collaboration leading to greater student success, paraprofessionals play an instrumental role in providing academic and emotional support to students in small group and one to one instruction. We have invested in targeted professional development to help paraprofessionals strengthen their pedagogical best practices. PS 145 has implemented the Positive Behavior Intervention System (PBIS) program which was highlighted in our Quality Review for 2013-14. This program promotes healthy attitudes and fosters a respectful school culture that supports students and adults. PS 145 also takes great pride in building strong family relationships. Our enrichment programs serve as a springboard for opening the doors of our school to our parents by encouraging them to join us in celebrating their

children's talents and successes as showcased in assembly programs, concerts and art exhibitions. All this is a result of the efforts of our teachers, staff and students which demonstrates a culture of trust in the school leading to preparing students for success and improving students' motivation and outcomes. The enrichment programs include Glee Club, Soccer Club, Yoga, Little Kids Rock Guitar Club, and Greenhouse Club as well as the art program Studio in a School.

Based on the data from the 2015 Common Core English Language Arts and Mathematics exams across grades 3, 4 and 5, the students performed as follows:

In ELA:

3rd grade - 12% of the students scored at levels 3 or 4, 38% scored at level 2, and 49% scored level 1. 19% of the level ones are limited English proficient and 52 of the 54 level one students are Hispanic.

4th grade - 16.8% of the students scored at levels 3 or 4, 30% scored at level 2, and 53% scored level 1. 25% of the level one students are limited English proficient and 53 of the 57 level one students are Hispanic.

5th grade - 18% of the students scored at levels 3 or 4, 42% scored at level 2, and 40% scored level 1. 18% of the level one students are limited English proficient and 42 of the 44 level one students are Hispanic.

In Math:

3rd grade - 11.8% of the students scored at levels 3 or 4, 35.4% scored at level 2, and 52.7% scored level 1. 20% of the level ones are limited English proficient, and 57 of the 58 level one students are Hispanic.

4th grade - 13.8% of the students scored at levels 3 or 4, 24% scored at level 2, and 62% scored level 1. 28.7% of the level ones are limited English proficient and 63 of the 67 level one students are Hispanic.

5th grade - 27% of the students scored at levels 3 or 4, 30.6% scored at level 2, and 42.3% scored level 1. 20.7% of the level ones are limited English proficient and 45 of the 47 level one students are Hispanic.

PS 145's challenges include understanding the new CCLS rubrics and creating lesson plans that reflect the levels of text complexity, the vocabulary of the Common Core and how it is integrated within the questioning, and the expectations for student writing aligned to the CCLS. The teachers are also focusing on developing strategies to use with our ELLs such as creating language objectives, as well as creating writing rubrics for each grade aligned to the CCLS that assess each component of the standards. With 32% of our students designated as English Language Learners, we also face the challenge of helping the students master the English language as well as developing reading and writing skills aligned to the CCLS. We are facing an additional challenge in our early childhood classes where the majority of students are reading below grade level. A teacher development coach works with the teachers to help them develop higher order questioning leading to discussion in all classrooms. Teachers in grade two through five will work with a math consultant to strengthen their pedagogy using the GO Math! curriculum to integrate the mathematical practices and go deep into conceptual understanding.

The DTSDE tenet that PS 145 made the most growth in during the 2014-2015 school year is Tenet 3, Curriculum Development and Support. The school provided Professional Development Institutes through Education Consortium focusing on SDAIE and SIOP for teachers of English Language Learners. These institutes focused on English Language Development through the Content Areas using specially designed instruction. Teachers began to utilize these strategies in their unit and lesson plan development as well as developing language objectives for ELLs within their lessons. Teachers also received Professional Development in the Danielson component 3B – Questioning and Discussion

Techniques focusing on crafting higher order thinking and discussion questions, discussion protocols and assessment through questioning. Teachers began integrating this process into their lesson plans for September 2015.

The teachers used a variety of data sources to analyze student progress including baseline assessments, running records administered five times per year, writing performance assessments administered twice yearly, mock ELA and Math assessments, content specific culminating and performance tasks in science and social studies. The teachers analyze data and a variety of student work products during Inquiry Team meetings in order to inform instruction. Every student in the school has an individual projected goal at every interim benchmark for their Running Record level. After the assessment is given, teachers review the new data, determine if progress has been made and set targeted small group instruction to meet the new needs of the students. The teachers developed CCLS aligned unit and lesson plans with multiple entry points for students so that all students had access to the curriculum in order to support them as they worked toward reaching their targeted goals.

The DTSDE tenet that is the key area of focus this year is Tenet 4, Teacher Practices and Decisions.

School leaders will work to strengthen teacher practice by providing on-going professional development focusing on questioning and discussion techniques as well as increasing student engagement in lessons. We are also focusing on teacher development in math in order to strengthen practice leading to an increase in student achievement.

Strategic decisions will be made on the use of funding to support improvement of pedagogical skills through ongoing professional learning leading to increased student achievement as well as improving parent involvement through academic support workshops in literacy and math, parent-student monthly theme nights, parent engagement meetings with teachers and Parent As Partners activities on Tuesdays.

We are also focusing on providing differentiated professional learning opportunities for all constituents including classroom teachers, cluster teachers, paraprofessionals and related service providers. The professional learning opportunities will focus on instructional strategies for English New Language Learners, developing comprehensive unit plans with multiple entry points for ENLs and SWDs, crafting higher order questions, developing the use of technology to enhance learning activities, increase student engagement and increase student performance. These professional learning activities are facilitated by outside consultants, in-house personnel, or on-line webinars. This targeted professional learning will build teacher capacity and pedagogy which will be evident in lesson planning and execution of lessons, student engagement, student work products, and student ownership of concepts thereby leading to increased achievement.

### 32K145 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	786	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.1%	% Attendance Rate	92.3%
% Free Lunch		83.8%	% Reduced Lunch	1.0%
% Limited English Proficient		29.4%	% Students with Disabilities	15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	2.4%
% Hispanic or Latino		95.2%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White		1.0%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.09	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	8.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.2%	Mathematics Performance at levels 3 & 4	24.1%
Science Performance at levels 3 & 4 (4th Grade)		83.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Based on the data analysis from the 2015 Common Core Mathematics Exam across grades 3, 4 and 5, the students performed as follows: In grade 3, 11.8% of the students scored level 3 or 4, 35.4% attained level 2 and 52% scored level 1. In grade 4, 13.9% of students scored level 3 or 4, 24% attained level 2 and 62% scored level 1. In grade 5, 27% of the students scored level 3 or 4, 31% attained level 2 and 42% scored level 1.</p> <p>In 2014-2015 school year, administrators spearheaded the Data Series Workshops across grades 3 thru 5, the first workshop informed teachers of how the Common Core assessments were designed and formatted. Teachers delved into Engage NY to look at how the questions were posed, short-responses and extended-responses to strategically plan classroom instruction and effective strategies used. All students across these grades were tracked and monitored individually on three set interim benchmark assessments; Base-line, Mid-line, and an End-line in Mathematics. These series of assessments mirrored the new Common Core Standardized assessments in test design and grade level content covered. After each interim benchmark all classroom teachers across grades 3 thru 5 met with their supervisors to analyze student performance by looking at their classes Proficiency Report categorized by CCLS to determine individual, class and grade wide, patterns and trends identified collaboratively. CCLS were closely looked at aligned to the Go Math! curriculum to identify if the standards were addressed or will be and when. These mock assessments were used to make projections on how students will perform on standardized assessments as well as measure how well students mastered the grade level CCLS.</p>		

Following each assessment, all teachers develop a six-week action plan of standards that were addressed which resources would be used grade-wide; Ready, Rehearsal and/or articles to supplement materials. Collectively, teachers across the grade decided from the trends and patterns identified what would be taught grade wide. Furthermore, the teachers identified the standards and sub-standards that would be taught and/or reinforced whole-group and small-group. In the action plan teachers jot down the specific lessons to reinforce or introduce the standards for grade-wide, whole-group, small-group or individuals. Upper grade supervisors conducted data conversations with individual teachers about student performance to discuss the students that were not progressing with special attention to SWDs, ELLs and the lowest third.

After analyzing the 2015 Math State test data in grades 3 through 5 we identified the two major trends to target as Standards of Mathematical Practice, standards three and four: Constructing viable arguments and Model with Mathematics. We continue to use Go Math and support teachers to enhance their math pedagogy to integrate a vast variety of instructional strategies to amplify students opportunity to apply mathematical concepts and skills. Furthermore, multi-step word problems are given that require students to think critically and partake in viable discussions with their peers.

One of our strengths is that administrators, math coach and outside consultant, meet with classroom teachers whose data doesn't show student growth to have data coaching conversations about student outcomes on how to strategically group students, backward plan, and make decisions about instructional next steps. The discussions are centered on triangulating data collection, data analysis and student outcomes to effectively instruct and impact student learning outcomes.

## **Part 2 – Annual Goal**

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

By June 2016, all teacher teams will have engaged in collaborative sessions and analyzing student work to allow teachers to make strategic adjustments to instruction to ensure that the next learning steps to students are clear, targeted, and data based as evidenced by on-going formative and summative assessments, student work products, data tracking sheets and teacher action plans leading to a 2% increase of the students in Grades 3, 4, and 5 achieving level 2 or higher on the NYS Math exam.

QR 2.2/DTSDE 3.5/FGS Rigorous Instruction, Collaborative Teachers, Trust

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• Classroom teachers across each grade will meet during Monday PD cycles of learning in Math as well once a month during Tuesday professional time for a Math meeting to analyze student work products and plan targeted</li> </ul>	<p>All Classroom teachers, cluster teachers, and service providers</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Asst. Principals, Team Leaders, Math Coach</p>

instruction aligned to the Mathematical Practices.

- Teacher teams will articulate about the standards not the curriculum to define what students should learn across all grades, thereby teachers need to become pro-active in using supplemental resources that will enhance the core programs to secure that all Common Core Standards are being addressed rigorously.

- Teacher teams will consistently track and monitor progress using formative assessments; exit slips, open-ended questions and summative assessments performance tasks and unit test.

- Teacher teams will use instructional techniques from Go Math!, as well as supplemental resources such as Think Central. They will also work with a Math consultant Brian Meadows from Creative School Solutions, who will provide a series of professional development for classroom teachers in grades two through five on using the Go Math! curriculum and all its resources effectively.

- Teacher teams will place special emphasis on “general academic” and “domain-specific” words, Tier 2 and Tier 3 words. Teachers will teach these vocabulary words in a manner that results in deep understandings of each term, students will complete

<p>vocabulary maps and use Frayer Model.</p> <ul style="list-style-type: none"> <li>• On Mondays differentiated professional development will be provided for all teachers across all grades and disciplines. The Staff Development Committee (SDC) meets once a month to plan weekly differentiated P.D. based on needs assessment teacher and paraprofessional surveys.</li> <li>• Integration of technology (Think Central) to make lessons interactive and increase students' interest.</li> <li>• Administrators will provide effective feedback and strategies after every informal and formal observation to support teacher development and when necessary plan PDs to better prepare staff with new initiatives and instructional programs</li> <li>• All staff members will attend meetings and partake in committees to voice ideas, concerns and problem solve</li> <li>• Responsibilities will be delegated to empower teachers and other staff members to build capacity</li> </ul>			
<p>2. The strategies used to address the needs of students with disabilities, English language learners, and other high-need student groups are:</p> <ul style="list-style-type: none"> <li>• Teacher teams will meet to set multiple entry points for sub- groups using</li> </ul>	<p>All Classroom teachers, cluster teachers, and service providers</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Asst. Principals, Team Leaders, Data Specialist</p>

<p>effective strategies to successfully expose all students to complex mathematical concepts. The teachers will integrate questions that lead students in viable discussions in explaining their thinking in solving math problems.</p> <ul style="list-style-type: none"> <li>• Analyze data to drive instructional next steps and identify strengths and challenges for SWDs and ELLs.</li> <li>• Providing necessary supports and interventions such as a glossary with defined words and picture support to help SWDs and ELLs.</li> <li>• Integration of technology as well as kinesthetic support to make lessons interactive and increase students' interest. <ul style="list-style-type: none"> <li>• Targeted language goals will be developed in order to support native and English language fluency.</li> </ul> </li> </ul>			
<p>3. Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>• Educate parents on the expectations of the new Common Core Learning Standards in Math for each grade level</li> <li>• Increase the number of parental workshops to invite parents to discuss Go Math! and provide them with</li> </ul>	<p>Parents, Teachers</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Asst. Principals, Parent Coordinator</p>

<p>strategies that they can use to help their children</p> <ul style="list-style-type: none"> <li>• Send home progress reports to communicate with parents at interim benchmarks how students are performing and progressing</li> <li>• Schedule monthly theme nights to afford students and parents an opportunity to engage in creating work products related to math themes</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>A consultant from Creative School Solutions will be utilized for 20 full days of Math PD for teachers.</p> <p>In addition, the PS 145 Math Coach will be paid per session for creating additional professional learning plans for teachers as needed.</p> <p>Use of professional materials and literature, use of Common Core library</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> <li>• Math assessments - student’s performance; progress and projections will be tracked and monitored three times a year in September, January and March 2016. By February 2016, the students in grades 3, 4, and 5 will demonstrate a 1% increase of students achieving level 2 or higher on the Interim benchmark test.</li> <li>• Administrators will meet with teachers to discuss the analysis of class data at set interim benchmarks with teachers whose data doesn’t show progression to look closely at conference notes for small group instruction taking place and discuss strategies used three times a year.</li> </ul>
<p><b>Part 5b.</b> 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 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>PS 145 has established and preserved a Positive Behavior Intervention System to sustain a safe school environment where teaching and learning can take place with the overarching goal of preparing students for college, careers and civic life. After analyzing the NYC School Survey 2014-2015, our school community needs to improve the school environment and communication amongst all community constituents. School culture results indicated that only 53% of our staff looks forward to work at this school, 60% teacher do not feel recognize for their exemplary performance and work. The School Quality Snapshot reflects that 70% of teachers feel that order and discipline are maintained at this school. As a school community, we had and will continue to work together to improve student achievement by strengthen the academic and personal behavior in the light of three guiding principles.</p> <p>First, we have taken deliberate steps to establish a positive school climate to prevent and change inappropriate behaviors. P.S. 145 has a School Positive Behavior Matrix to have clear behavior expectations for the entire school community. A reward system serves as an incentive for students to display positive behaviors. Although, we have provided training to staff and engaged families on how to promote positive behaviors using the PBIS matrix; there is a need to amplify staff strategies to manage inappropriate behavior using a positive approach where the culture of the school continues to flourish and increase the collaboration with local agencies and other stakeholders.</p> <p>Second, P.S. 145 has set clear expectations and consequences that will help students improve behavior, increase engagement and boost achievement. Behavior matrixes are posted across the school building including a specific matrix for each setting, bathrooms, cafeteria, schoolyard and gymnasium. The NYC Discipline Code was given to all students in</p>		

their home language and student/family contracts were signed at the beginning of the school year. Also, we have discussed policies that include proper procedures or students with special needs. In spite of that, additional efforts are needed to increase communication between school staff and family members and to promote supportive roles for family members in identifying and addressing student behavior challenges.

Third, P.S. 145 has strengthened the staff capacity to ensure fairness by creating a trustworthy environment, however; we need continuing to establish efforts to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

In sum, P.S. 145 will prioritize during this academic year to provide professional development on Teaching the Whole Child – Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks to create more responsive classrooms resulting in a Responsive 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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all school community stakeholders, classroom teachers, teaching assistants (paraprofessionals), school support staff, parents, and PBIS Student Committee, will reflect and evaluate the practices of the school wide expected personal and academic student behaviors by continuing to strengthen our school wide PBIS behavioral matrix and the College and Career Readiness rubric resulting in a 15% increase in students, participating in a Responsive Classroom environment, to attain a level 3 or higher in their academic and personal behavior rubric. QR 1.4/DTSDE 5.3/FGS Supportive Environment, Strong Family-Community Ties, Trust

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• P.S. 145 will engage in professional learning sessions to become familiarized in instructional practices that support the Social-Emotional Learning as supported by the Collaborative for Academic Social and Emotional</li> </ul>	<p>All teachers, all students</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, Asst. Principals, Character Education Teacher</p>

<p>Learning. CASEL’s mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. These Professional development sessions will be offered to a cohort of kindergarten teachers to become familiar with the Social-Emotional Learning concepts and strategies. This will be instrumental to broaden teachers’ collaboration, build their professional capacity and enhance the overall school culture.</p> <ul style="list-style-type: none"> <li>• Following the professional development, staff will participate in grade team reflection meetings where they will collaborate to identify next steps and resources to facilitate the configuration of responsive classrooms in Kindergarten.</li> <li>• Selected teachers will participate in professional conversations and surveys to assess the support system and effectiveness of the initiative is established and fostering strong connections and communications resulting in a responsive school culture.</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• PS 145 will build students’ persistence by reshaping how teachers give feedback to students in order to support the development of growth mindsets. Thereby</li> </ul>	<p>All teachers, all students especially ELLs and SWDs</p>	<p>October 2015- December</p> <p>6 Days -</p> <p>3hrs a day</p>	<p>Principal, Asst's Principal, Ed Consultant</p> <p>Special Education Personnel</p>

<p>students' attitude of persistence will result in academic and social success.</p> <ul style="list-style-type: none"> <li>• Staff would be offered professional development and collaborative sessions to create opportunities to modify the language used to provide feedback, tools used to set expectations for students and assessing the conditions for success.</li> <li>• Engage in constructive conversations to appraise the growth of the school community in implementing responsive classrooms.</li> </ul>			
<p>3. Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>• Extending the social-emotional learning at home to fortify the responsive environment by providing parents with three workshops on the social emotional development and growth of children, responsive classroom structures and systems, and ways to establish nourishing conversations.</li> <li>• Further engage parents as partners in the social-emotional growth process by providing effective communication including translation and interpretation services, and ensuring their prompt notification as issues arise.</li> <li>• Continue to create opportunities for parents to collaborate in the decision-making process by participating in two surveys that will focus on identifying</li> </ul>	<p>Parents, Students</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator, Social worker, Guidance counselor, PBIS Coordinator</p>

the status of and ways to improve the school culture .			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Three key personnel registration for Professional Development on CASEL's responsive classrooms</li> <li>• 30 hours teacher per session and 24 hour paraprofessional per session for professional learning opportunities</li> <li>• CASEL professional text for PLC, 10 copies</li> <li>• Student incentive materials</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> <li>• By February 2016 – PBIS survey will be given to evaluate the PBIS system and structures in place to staff, parents and student council. Reflections from all learning sessions will evaluate the professional development effectiveness.</li> <li>• By the end of February 2016 – All classrooms will reflect the Academic Personal Behavior rubric which students will use to reflect on their academic and personal behavior</li> </ul>											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>During the 2014-2015 school year , there was a structure of Professional Development for all grade teams that developed curriculum and strategies for engagement and instruction. Teachers worked collaboratively on tailoring lesson plans to include tiered activities, creating and sharing scaffolds to meet the needs of all learners. The focus was building the CCLS aligned Units of Study and practices that align with the instructional shifts. We began the school year with 8 professional development planning sessions with Brian Green, consultant, across all grades which was geared to deepen the school s’ understanding and alignment of Common Core standard(s), objective(s) and learning activities around rigorous performance tasks.</p> <ul style="list-style-type: none"> <li>One important goal for 2015-2016 is to heighten teacher awareness of providing coherent, and appropriate aligned CCLS-based instruction that leads to multiple points of access for all students through focused reflection on formative and summative assessments, and student work products.</li> <li>The priority need is for teachers to focus on Danielson components 3B and 3C, Questioning and Discussion and Student Engagement. Teachers will be working with consultants in literacy and math to ensure that lesson plans include multiple points of entry in all curriculum areas leading to increased student engagement.</li> <li>Teachers must also carefully select appropriate scaffolds that are a true support to students, scaffolds that match students’ needs, scaffolds that are utilized effectively by students and transitional strategies that are implemented by teachers in order to reduce or eliminate scaffolds as they are no longer needed. Teachers of English Learners will also</li> </ul>		

focus on creating language objectives to integrate within their lessons in order to strengthen language development in students.

### **Part 2 – Annual Goal**

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

By June 2016, all teacher teams will refine the practice of unit and lesson revisions to be more responsive to students' needs including both content and language objectives for ELLs, and reflect high levels of student participation, discussion and engagement. A minimum of 70% of the teachers will increase or sustain their overall Advance component scores in 3B (Using Questioning and Discussion Techniques) and 3C (Engaging Students in Learning to effective or highly effective). QR 1.2/DTSDE 4.3/FGS Effective School Leadership, Rigorous Instruction, Supportive Environment, Trust)

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Research-based instructional programs, professional development and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• Prior to each unit teachers will identify and integrate instructional strategies/protocols/materials to support varied needs for multiple entry points.</li> <li>• Post unit teachers will revise and integrate one or two scaffolds that provided optimal support for student success through different</li> </ul>	<p>Classroom teachers and clusters who service ELLs, Former ELLs and SWDs</p>	<p>Sept. 2015-June 2016-6 week cycles</p>	<p>Grade Leaders and Administrators</p>

entry points and memorialize the practice within the unit.

- Administrators will visit each teacher’s classroom over the course of the year for observations, and provide teachers with feedback specifically matching student work products with relevant scaffolds and discussing how well students utilize the tools during independent or group work.

- As a focused lens teachers will articulate with administrators and share via e-mail those scaffolds that support student learning based on their data after each benchmark.

- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.

- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations about triangulating student work- looking at how formative assessment drives the types of scaffolds needed and identify student progress.

- A series of workshops to target new Part 154.2/.3 mandates of providing 50% Pd for all teachers and 15% for ENL teachers

<ul style="list-style-type: none"> <li>• ENL PD will include effective practices that; connects previous learning for language support including “chunking” and “webbing” to make information manageable, cooperative and interactive activities, multiple access points, low risk environment practices which promote high self-esteem in order to improve student outcomes.</li> <li>• “Try and Share” follow-up sessions will be planned to consolidate new initiatives so all voices are heard for the purpose of gauging “new and best practices.”</li> <li>• Responsibilities will be delegated to empower teachers and other staff member to build capacity and keep best practices alive throughout the year cohesively among all stakeholders.</li> <li>• School leaders establish a common lens and language to provide feedback in informal and formal snapshots.</li> <li>• The data collected through these frequent cycles of observations will be used to plan additional professional development for teachers by teachers.</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English Language learners, and other high-need student sub-groups:</p>	<p>Classroom teachers and clusters who service ENL's and</p> <p>Commanding</p>	<p>Sept.-June-6 week cycles</p>	<p>Grade Leaders and Administrators</p>

<ul style="list-style-type: none"> <li>• Identify resources and structures to support teachers’ understanding of types of scaffolds (e.g., web videos on ADVANCE, teacher team meetings, inter- visitations, Engage NY articles specific scaffolds for ELLs and SWD).</li> <li>• Administrators will visit each teacher’s classroom over the course of the year for observations, and provide teachers with feedback specifically matching student work products with relevant scaffolds and discussing how well students utilize the tools during independent or group work.</li> <li>• SIT team members will meet with classroom teachers to discuss at risk students and make recommendations on specific scaffolds and supports needed.</li> </ul>	<p>SWD, SIT team members</p>		
<p>3. Strategies to increase parent involvement and engagement:</p> <p>In order to extend student learning experiences in the home environment and increase parental involvement, the following measures will be taken:</p> <ul style="list-style-type: none"> <li>• Monthly parent engagement nights will provide social and academic activities linked to specific literacy and math skills to foster strong family-community ties and relationships.</li> <li>• Bi-monthly ELA and Math workshops will provide</li> </ul>	<p>Grade Specific Parents</p> <p>Open to all parents</p>	<p>Monthly</p> <p>Weekly-</p> <p>(Oct-Dec)</p> <p>(Mar.-May)</p>	<p>School Librarian, Math Coach and Parent Coordinator</p> <p>Licensed ESL Teacher and Tech paraprofessional</p>

<p>parents with a lens on Common Core Learning Standards and expectations for students’ mastery levels. The series of parent workshops are geared to empower and prepare parents to become an instrumental part of their child’s education at home.</p> <ul style="list-style-type: none"> <li>• Workshops will include math games, on-line ELA and Math resources, reading and questioning strategies and early literacy skills.</li> <li>• Saturday ESL parent classes and Raz Kids-Parent and Child technology support.</li> <li>• Translators and student paraprofessionals will be available to parents to maximize language access</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Adjustments to the daily schedule will be made in order to allow the lead teacher/coach time for preparation of material for the parent workshops.</li> <li>• Common meeting time is set aside bi-weekly .</li> <li>• Collaboration with consultant, for a series of 14 professional days to support teachers in developing CCLS aligned units of study with special emphasis ELLs..</li> <li>• Teacher per session hours (100) will be provided for monthly parental engagement Theme Nights</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February, 2016, based on at least three teacher observations, 50% of the teachers will demonstrate an increase in their overall scores in components 3B and 3C as per the Danielson Framework to effective or highly effective.

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In order to nurture the professional growth of teachers and staff, the school leaders will continue to provide targeted, differentiated professional learning opportunities throughout the school year.</p> <p>These professional learning activities are facilitated by outside consultants, in-house personnel, or on-line webinars. This targeted professional learning will build teacher capacity and pedagogy which will be evident in lesson planning and execution of lessons, student engagement, student work products, and student ownership of concepts thereby leading to an increase in student achievement.</p> <p>The data from the 2015 NYS ELA exam showed that in grade 3, 26% of the level 1 and 2 students are of limited English proficiency, in grade 4 35% of the level 1 and 2 students are of limited English proficiency and in grade 5, 28% of the level 1 and 2 students are of limited English proficiency. Based on this data, targeted professional development for all teachers is needed on instructional strategies, developing specific learning targets, and creating differentiated learning tasks to help ELLs achieve their individual goals. Professional Learning will continue focusing on the Specially Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP) strategies introduced in the 2014-2015 school year by Education Consortium.</p> <p>Based on the NYS Math data, which showed that 52% of 3<sup>rd</sup> graders, 62% of 4<sup>th</sup> graders and 42% of 5<sup>th</sup> graders performed at level 1, professional development is needed in the use of the Go Math! Program, specifically using the on line resource Think Central and in using the Think Deeper problems to increase the ability of the students to explain</p>		

their thinking both verbally and in writing. Professional development is also needed on the use of the SMART board to support the math program in the classroom.

### **Part 2 – Annual Goal**

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

By June 2016, all teachers will participate in a series of hours of professional learning opportunities on utilizing student data to make effective adjustments in instruction and lesson plans to promote higher level thinking and student ownership as evidenced by teacher observations and a 3% increase of students' reading levels from level one to level two based on running records. QR 4.1/DTSDE 2.4/FGS - Rigorous Instruction, Collaborative Teachers, Trust

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Professional Development will be on-going in the following areas:</p> <ul style="list-style-type: none"> <li>• Vocabulary development, specifically as it relates to complex texts, language of the Common Core and domain specific vocabulary. Teachers will analyze ELA data (running records, writing performance tasks) to determine how best to integrate vocabulary instruction to strengthen student performance.</li> <li>• Utilizing strategies gleaned from the ELL Institute –</li> </ul>	<p>All teachers and paraprofessionals, ELLs and students in Pre-K to Grade 5.</p>	<p>Sept. 2015 through June 2016</p>	<p>Professional Development Team, Principal, Asst. Principals, Instructional Lead Teachers in ELA, Math Coach, Brian Green from Creative School Services, Core Knowledge Foundation, Building Blocks</p>

English Language Development through the Content Areas Using SDAIE and SIOP for Dual Language teachers and teachers of ELLs including developing language objectives as well as content objectives for lessons.

- Strengthening the use and understanding of the Go Math! Program and all of its additional support resources in order to provide students with comprehensive math strategies and opportunities to explain their conceptual understandings as well as analyzing data from a variety of sources to inform instruction and grouping rationale.

- Development of curriculum units of study aligned to the Common Core Learning Standards, including the creation of rigorous culminating and performance tasks for all students in grades K through 5. Professional Development will also focus on producing topic specific rubrics aligned to the CCLS with teacher feedback and student reflection included in order to help students take ownership of their own next steps needed to reach their goals. Teachers will analyze data from a variety of sources to determine trends in students' needs and align lessons and tasks to address those needs.

- Utilizing the Early Childhood Core Knowledge ELA program to maximize its effectiveness in language development, phonemic

awareness, reading development and content area conceptual understandings in grades Pre-K through 2. Teachers will analyze Running Record data to determine ELA strands that need additional focus and instruction.

- Analyze ELA data from Running Records, writing prompts, mock ELA exams and additional sources in order to determine gaps in student understanding, use this information to inform instruction and group students effectively, create developmental lesson plans that include tiered differentiated activities to provide scaffolding and support and assess student understanding through a variety of assessment strategies and techniques.

- Pre-K Building Blocks program for developing a strong conceptual framework in mathematics, emphasizing the development of children’s thinking and reasoning skills through the use of manipulatives and technology.

- The administration will engage in professional conversations with teachers in order to support their pedagogical growth through cycles of observations and feedback aligned to the Danielson framework thereby building a model of support and trust which will give teachers the confidence to expand their best practices and help students reach their goals.

<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• Development of language objectives aligned to the content objectives within a lesson to help ELL students develop oral and written communication.</li> <li>• Development of curriculum units of study aligned to the Common Core Learning Standards, including the creation of rigorous culminating and performance tasks for ELL students and Students with Disabilities in grades K through 5 with multiple entry points, supports and modifications as needed to provide access to the general curriculum as well as develop language and communication skills.</li> <li>• Afterschool and Saturday AIS programs are implemented to provide targeted support to ELLs, SWDs and students in the lowest third in literacy and math using strategies gleaned from various professional development sessions.</li> <li>• The staff will use the knowledge gained through the professional development activities to plan developmental lessons aligned to students' needs with multiple entry points and differentiated, tiered tasks in order to improve student outcomes.</li> </ul>	<p>All teachers and paraprofessionals</p> <p>Students in grades 1 through 5, including ELLs and SWDs</p>	<p>Sept. 2015 through May 2016</p>	<p>Principal, Asst. Principals, Education Consortium, Brian Green from Creative School Services, Lead ESL teachers, Instructional Lead teachers</p>
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<p>3. Increase and strengthen parental engagement and foster a welcoming environment where parents can learn how to support their children through the following:</p> <ul style="list-style-type: none"> <li>• Weekly parent workshops on Tuesdays afterschool during parent engagement time. Weekly workshops will focus on literacy standards and strategies for improving student reading and writing skills, and math workshops will focus on math standards and strategies for improving students' conceptual understandings and computation and problem solving skills.</li> <li>• Cluster teachers will hold workshops on topics such as utilizing Microsoft Word, PowerPoint and internet safety, Parent-Student Guitar Lessons, Parent-Student Wellness Workshops.</li> <li>• Pre-K parent workshops on the implementation and use of the Building Blocks program focusing on activities that parents can do with their children at home to strengthen their conceptual understandings in math.</li> <li>• Weekly meetings with parents during the Tuesday afterschool parent engagement with teachers to discuss ways for parents to support their children at home in order to help them master the CCLS. An appointment book is kept in</li> </ul>	<p>Parents of students in Pre-K through grade 5</p>	<p>September 2015 through June 2016</p>	<p>Principal, Asst. Principals, Lead Instructional Literacy Teacher, Math Coach, Parent Coordinator, Building Blocks representative, Classroom and Cluster Teachers</p>
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<p>the main office and parents can sign up to meet with teachers on any Tuesday afternoon.</p> <ul style="list-style-type: none"> <li>• Workshops provided by the Parent Coordinator to help parents feel part of the school community thereby increasing parent involvement and encouraging them to be a partner in their child's education.</li> <li>• The administration and staff will work in collaboration with parents during parent engagement time and parent workshops to address the academic and social needs of their children and put in place a plan of action to help the students meet their goals.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed include the following:</p> <ul style="list-style-type: none"> <li>• For Professional Development in ELA and the Common Core – ELA Instructional Lead</li> <li>• For Professional Development in Math and Literacy – Math Coach, Math Consultant from Creative School Solutions, Librarian <ul style="list-style-type: none"> <li>• For Professional Development support for Teachers of ELLs and Dual Language - Consultant from Education Consortium</li> </ul> </li> <li>• For Professional Development in the Pre-K Math program – Consultant from the Building Blocks program</li> <li>• For Parent Workshops and meetings – refreshments and materials for parents to take home</li> <li>• Program adjustments will be made to give Lead teachers the time for preparation of Professional Development sessions that they are facilitating.</li> <li>• Teacher per session opportunities will be provided for Afterschool and Saturday AIS Academies for ELL students, SWDs as well as students in the lowest third.</li> </ul>

- Paraprofessional per session opportunities will be provided for both the Afterschool Success Academy and the Saturday AIS Academy to provide additional support to students.

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

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

### Part 5 – Progress Monitoring

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

1. By February, 2016, all teachers will have used instructional strategies gleaned from their professional learning opportunities to increase student engagement leading to a 1% increase in the number of students who progress from level one to level two in their reading levels based on running records.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In alignment with the Capacity Framework element, Strong Family and Community Ties, PS 145 has a number of community partners who work with the families and students to promote school improvement. These include the following: Studio in a School which affords students with the opportunity to learn about the five mediums of art in alignment with the Blueprint for the Arts across all grades; Mighty Milers associated with the NY Road Runners which encourages students to increase their level of physical activity and to meet the mandated requirements of NYS standards of 120 minutes of physical education a week; Cookshop for families and students associated with the NY Food Bank, gives low income families exposure to learning healthy habits, preparing healthy meals, and affordability of healthy food choices in order to improve overall physical well-being which will increase student attendance and performance; the Robin Hood Foundation funds programs that generate meaningful results in low income neighborhoods such as the funding of our library and library program that focuses on literacy development across the grades and empowers parents to engage with their children by having access to the library and being able to borrow books and materials in both English and Spanish, including Internet resources such as E-books and webinars; Cornell Nutrition Workshops (Division of Nutritional Sciences, Cornell University) is a series of parent workshops aimed at showing families how to eat sensible servings, preparing family meals, choosing healthy fast foods, identifying obstacles to family meals in your life and how to address them, all to prevent overeating.</p> <p>In addition, as a result of conversations and surveys, formal and informal, with and from parents/guardians, we have increased by 7% the attendance of parents to schools activities, such as Theme Family nights and Tuesday Family Afternoons. We are still working on increasing this percentage with the "Remind Program" which is beginning on November 2015. Our school community is trying to address every parent concern and need to ensure the optimum educational environment where the conditions of learning are supporting academic outcomes.</p>		

During the past reviews, we were rated developing in the area of promoting and providing training across all areas to support student success. Therefore, we have identified the following goals and steps to strengthen the school community partnership with families and community agencies. The priority needs that will be addressed in the goal and action plan include the following:

- Extending the partnerships already in place to include the majority of families and students within the school community and increase on-going participation within the activities.
- Developing new partnerships with community based organizations to support families and students both academically and socially/emotionally.
- Educate parents in their native language, as well as helping them improve their English language proficiency which in turn will enable parents to support their children's education at home.
- Setting up a school-wide system that tracks and monitors the number of parent and student participants in each program as well as the effectiveness of the programs such as an increase in student attendance and increase in student reading levels.

### **Part 2 – Annual Goal**

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

By June 2016, the school will increase opportunities in strengthening partnerships with families that embrace a cohesive set of high expectations and a culture of learning as evidenced by a 5% increase in average student attendance for chronically absent students as well as an increase to 94% overall student attendance as compared to the 2014-2015 attendance data leading to increased academic achievement of all students. QR 1.3/DTSDE 6.4/ FGS – Strong Family-Community Ties, Trust

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• Analysis of attendance data needs to be done early in September to identify population and address prevention and intervention on three levels according to the research done by Lewis and Sugai.</li> </ul>	<p>School parents and students</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Asst. Principals, Parent Coordinator, Family Workers, Parents, CBO Representatives, Teachers</p>

- Primary prevention to promote pro-social development and prevent problems by reinforcing the Academic Personal and Behavior Rubric emphasizing the responsible and resilience attributes across the entire school community. in addition, to promote incentives for classes with 100% attendance.
  - Secondary prevention to address the needs of at-risk students when they are absent two consecutive days; consisting on parent call and interviews with students and parents.
  - Tertiary prevention that provides applicable interventions to students with chronic and/or severe problems, chronic absentee population will be tracked to identify and address specific trends causing the absences across the grades; and intensive outreach to parents of identified students.
- Surveys to parents, and guardians to identify their interest and talents, needs, and wants to create a pool of resources, and specific needs. This will facilitate the increase and responsiveness

of parents to attend to school community activities. In addition, encouraging parents to become partners with the school through communication in the parents' home language in all correspondence as well as utilizing support personnel throughout the building to increase language access.

- School Leaders must continue to build and familiarize themselves with the various community based organizations in order to provide families with supports that they need.

- School community needs to be proactive in promoting workshops, school activities and attendance updates to increase parental responsiveness and involvement including outreach such as the school website, flyers, newsletters, digital school message board, and text messaging for parent notifications in English and Spanish.

- The school will promote a "Count with Me" campaign to promote attendance for all school community constituents, students, teachers, school leaders and support staff.

<ul style="list-style-type: none"> <li>• Monitoring system to track parent attendance and impact through evaluation sheets at the end of workshops. We will also monitor students who participate in any of the program to determine the social and academic impact on student population.</li> </ul>			
<p>2.Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• On-going collaboration and articulation between all stakeholders where all voices are heard, respected and valued to achieve a shared goal to improve student outcomes.</li> <li>• Increased outreach to identify qualified parents to lead workshops as a means to motivate parents to participate in the workshops and strengthen school-family ties in school community languages.</li> <li>• Many of the programs are interactive and hands on which enables ELLs and SWDs to participate and be successful parallel to the mainstream population.</li> <li>• The school will continue to provide translated versions of books, newsletters, support materials and text messages to accommodate parent and student needs.</li> <li>• Classroom teachers of ELLs and SWDs work in tandem with program directors to assure full student participation through</li> </ul>	<p>Parents of ELLs and SWDs, Students who are ELLs and SWDs</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Asst. Principals, Parent Coordinator, Family Workers</p>

<p>modifications and appropriate scaffolds when needed.</p>			
<p>3.Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>• School Leaders have an open door policy to support parental needs and concerns which allows the school to build upon these needs and interests to offer a wide variety of extracurricular activities and services to keep all students interested in school.</li> <li>• Outreach to parents through newsletters, class webpages highlighting upcoming special events and workshops in two languages.</li> <li>• Utilize Tuesday Parent Engagement time to provide additional opportunities for parents to attend workshops led by clusters in specific areas such as, computer literacy, Discovery Zone (STEM), Music Parent Child Connection (music teacher), “Yes! I count” (character education) and Stronger Ties (counseling focus on attendance).</li> <li>• Elicit from teachers ideas and topics on instructional practices that parents can learn during workshops and utilize at home to develop strong partnerships centered on student work products as measured by a Common Core aligned rubric.</li> <li>• Research a text messaging system to reach out to all</li> </ul>	<p>All Parents</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Asst. Principals, Parent Coordinator, Teachers</p>

<p>parents in two languages in order to increase communication and attendance at workshops.</p> <ul style="list-style-type: none"> <li>• Providing parent incentives for participation in workshops.</li> <li>• Organizing culminating activities to celebrate student participation in CBOs that include parents such as assemblies for participants in Mighty Milers, parent-student family literacy night or poetry café, and Cookshop student/parent contest based on healthy recipes</li> </ul>			

**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.

Resources needed include:

- Funding for specific community based partnerships such as Cool Culture or the Brooklyn Museum
- Translation services
- CBOs to provide support personnel to provide workshops
- Consumable products for Cookshop program
- Funding for materials, parent incentives, and refreshments
- Per session opportunities for teachers and supervisors for parent involvement activities that take place after school hours

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

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

**Part 5 – Progress Monitoring**

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

- Four times during the year (November, January, March and May), parent attendance will be tracked through evaluation sheets at the end of workshops and activities to determine if there is an increase in parental involvement.
- Student attendance will be monitored monthly, focusing on all three levels of preventive strategies, school overall attendance, at-risk students and chronically absent students to determine if outreach to parents is having a positive effect.
- By January 2016, overall student attendance will increase by 1% from the 2014-2015 school year which was 92.46% .

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	We determine AIS services in ELA as early as September. Students who were held over, ELLs, SWDs and/or lowest third grade wide. In addition, after interim benchmarks are conducted the data is analyzed and struggling students are flagged.	AIS providers in ELA group students by reading levels based on running record analysis to provide targeted instruction for guided reading or strategy groups. In addition, students answer open-ended questions and write short responses using EAEE strategy.	AIS providers push-in or pull-out struggling students in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student progress. On-going articulation with teachers is conducted to keep all parties informed of student progress or lack of.	The AIS services for ELA are provided during the school day and after school for selected students.
<b>Mathematics</b>	We determine AIS services in Math as early as September. Students who were held over, ELLs, SWDs and/or lowest third grade wide. In addition, after interim benchmarks are conducted the data is analyzed and struggling students are flagged	The Math coach provides AIS in Math for groups of students based on how students performed on the 2014 NYS Math assessment and target instruction based on skills and concepts students need to reinforce and master. In addition, he follows the units of study to align instruction with classroom teachers to reinforce skills and concepts using mathematical models and academic vocabulary.	AIS Math provider push-in or pull-out struggling students in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student progress. On-going articulation with teachers is conducted to keep all parties informed of student progress or lack of	The AIS services for Math are provided during the school day.

<p><b>Science</b></p>	<p>In Disciplinary Literacy Science content is infused with the writing</p> <p>process taught by classroom teachers by strategically grouping students setting multiple entry points and providing appropriate scaffolds. In addition, AIS providers for ELA target instruction across content areas.</p>	<p>AIS providers and classroom teachers in Science using informational text group students by reading levels based on running record analysis to provide targeted instruction for guided reading or strategy groups. In addition, students answer open-ended questions and write short responses using EAEE strategy</p>	<p>Based on analysis of student work products, performance tasks and ELA mock assessments classroom teachers can provide whole group, small group or individual instruction. AIS is provided to struggling students by their classroom teachers in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student</p>	<p>The AIS services for ELA and Science are provided during the school day and after school for selected students.</p>
<p><b>Social Studies</b></p>	<p>In Disciplinary Literacy Social Studies content is infused with the writing</p> <p>process taught by classroom teachers by strategically grouping students setting multiple entry points and providing appropriate scaffolds. In addition, AIS providers for ELA target instruction across content areas.</p>	<p>AIS providers and classroom teachers in Social Studies group students by reading levels based on running record analysis to provide targeted instruction for guided reading or strategy groups. In addition, students answer open-ended questions and write short responses using EAEE strategy.</p>	<p>Based on analysis of student work products, performance tasks and ELA mock assessments classroom teachers can provide whole group, small group or individual instruction AIS is provided to struggling students by their classroom teachers in small groups about two to three times weekly. Small group conference notes are kept to track and monitor student progress.</p>	<p>The AIS services for ELA and Social Studies are provided during the school day and after school for selected students.</p>
<p><b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>At-risk services are provided when necessary by guidance counselor, social worker or school psychologist the majority of the time presented at monthly PPT meetings.</p>	<p>The strategies used are relative to area of need based on parent or teacher concerns mostly social-emotional.</p>	<p>Services are usually provided in individual basis for a set period of time but can also be provided in small groups of three students or less.</p>	<p>The at-risk services are provided during the school day.</p>

**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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategies to attract high-quality teachers include recruitment of potential candidates at job fairs, review open market application process, contact with Universities and colleges, and recommendations by staff members and colleagues. Establish a relationship with Bilingual Pupil Services to recruit student teacher interns. Administrators will interview candidates by asking focused questions that talk to the understanding of differentiating instruction, assessment and teaching and learning philosophy.
Applicants and administrators will engage in conversations about the instructional programs conducted, the strengths of the school, and professional development support that is offered. Strong candidates will be invited to conduct a demonstration lesson to gauge teacher and student engagement. Strong candidates will also be invited to complete a writing sample to demonstrate written communication skills. Teachers are recruited and assigned based on the certification and license areas needed.
The new teachers are paired up with highly qualified mentors who provide thorough support. New teachers are periodically allotted extra time on task with their mentors on a need basis. Support for new teachers includes immediate intervisitations to view best teaching strategies modelled by experienced and dynamic teachers. New teachers will reflect on practices by utilizing the school 3-2-1 protocol. The protocol highlights; 3 things learned, 2 things to try and 1 wondering.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
High-quality and ongoing professional development for teachers, principals, assistant principals and staff will be provided through a variety of sources and strategies. Ongoing Network/Borough support is provided for our teachers to support English Language Learners and Students with Disabilities. Our Math coach will focus on planning based on the needs assessment of the mock exam results. Data specialist will support school-wide progress monitoring across all content areas. The in-house Professional Development is planned by the SDC committee and selections are based on surveys of teachers and paraprofessionals which are collected three times a year. The workshops are centered around City-wide Instructional Expectations, collaborative professional learning, maximizing digital learning, and Danielson Components 3B Using Questioning and Discussion Techniques , and 3C Engaging Students in Learning, Curriculum Alignment-Common Core vocabulary, and instructional needs grouping and goal setting. These professional learning sessions are organized with specific cohorts of teachers based on teacher request. These professional learning sessions are presented by classroom teachers and they highlight strategies that have been

proven to be successful, such as classroom lab sites, in-class coaching, demonstrations, inter-visitations, study groups and on-line courses. Administrators also participate in City-Wide and CSA professional development in educational leadership.

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

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

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

N/A

#### **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).

N/A

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

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

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

P.S. 145's school culture is to provide a strong system and structure for the entire community across grades to achieve higher academic standards. Our Pre-Kindergarten students are exposed to the rigorous Core Knowledge curriculum where they are expected to meet or exceed the Pre-K CCLS across academic and social-emotional areas. The instruction delivery and expectations are similar to upper grades. In addition, Pre – K parents are invited to workshops emphasizing the CCLS, Standard Based Instruction and many instructional initiatives twice every month.

During the month of May, parents are invited to participate in classroom visits, meeting with Kindergarten teachers, and are provided with information about how to assist their children to be ready for Kindergarten. For those parents who have children with disabilities, we offer the support of the school guidance counselor, social worker and other staff members to communicate their concerns to in order to attain a level of comfort in making the transition to Kindergarten.

In addition, the school psychologist, social worker and teachers engage in the Turning Five process, facilitating and strengthening conversations with outside educational agencies, day care centers and families of those children who are planning to attend Kindergarten in the upcoming year.

These activities for parents will include special services, meeting key personnel, visiting possible educational environments where their children may be placed and many other supports.

#### **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.

As part of the school initiative, P.S. 145 utilized the Teacher Effectiveness Team to analyze and share the different options in selecting assessments that will result in impacting student performance. All teachers examine the pros and cons of a menu of assessments before making the decision. Some key areas they took into consideration during these

conversations were teachers' familiarity with the assessment, the alignment of the assessment with the curriculum and CCLS, and time management.

In addition, the Staff Development Committee meets twice a month to delineate professional development based on teachers' professional needs to impact student performance in assessments. The SDC reflects on the professional development impact and effectiveness to identify areas of improvement ensuring the highest possible results in a trustworthy environment.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to 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	809,109.00	X	5A,5B,5C,5D,5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	160,647	X	5A,5B,5C,5D,5E
Title II, Part A	Federal	148,725.00	X	
Title III, Part A	Federal	20,132.00	X	5B,5C,5D
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,453,379.00	X	5A,5B,5C,5D,5E

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**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 145, The Andrew Jackson Elementary School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 145, The Andrew Jackson Elementary School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**PS 145, The Andrew Jackson Elementary School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 145-Andrew Jackson</u>	DBN: <u>32K412</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: At P.S. 145 Title III funds will be used primarily to provide supplemental literacy skills in native language (Spanish) in ESL instruction to eligible ELLs, and where possible former ELLs, Sife Students, Long Term ELLs, and Students with Disabilities.

The 4th grade Science/ ELL After School program will support students at Intermediate and Advanced levels acquired language and use their emerging English to engage in Science content learning. Out of 33 ELL's in the 4th grade only 4 are Beginners. The Common Core State Standards and Science Standards place heightened demands on what students must do with language as they engage in content learning. This program will be geared to enforce content in a language-rich environment and extra support will be given in fact based essays using ESL strategies. The class will be taught by a licensed Science teacher who also holds an ESL license. Approximately 20 out of our 33 4th grade ELLs will participate. This program will run for approximately 40 sessions, for 3 hours a week-two days a week, from 2:45-4:15PM.

The First Grade Academy will run for 40 sessions, for 3 hrs a week-two days a week, from 2:45PM-4:15PM. This class will target all modalities (Speaking/Listening Reading and Writing). This will support all Beginners, Intermediates and Advanced students. This class will be taught by a licensed ESL teacher.

The Saturday Academy will run for 16 sessions, for 3 hours a week-once a week, from 9:00AM-12:00PM for grades 2nd, 3rd and 5th. These classes will target Reading and Writing to support their growth as measured by the NYSELAT. The classes will be taught by Bilingual/ESL teachers approximately 12-15 students from each grade level will participate for a total of 36- 45 students. These classes will target Reading and Writing to support their growth as measured by the NYSELAT. A technology paraprofessional-Spanish/English speaking will be funded to support the use of technology in individualized instruction for students and parents.

For all Dual Language classes (K-5) Spanish language books will be purchased to expand student resources for Disciplinary Literacy. This will support learning according to NLA standards-Listening to Spanish language for data facts, Speaking in Spanish language to share data facts, Reading from informational texts and electronic-based texts, Writing grounded in interpreting and evaluating text. Teachers will have clear parameters for building on student language development needs. They will receive student profiles and assessments from their regular classroom teachers to help support student goal setting. Support instructional material will include content based National Geographic Science books, NYSELAT prep books (NY ELL's-Continental Press) and Visual Support/ general supplies.

The Title III program will continue until 2015-2016.

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## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_\_\_\_\_ Title III funds will be used to support our on-going professional development goals as they apply to the teachers that provide instruction to our ELLs through or regular and Special Education, Dual Language and students in monolingual classes. (ESL). Professional development will be conducted by administrators, ESL teacher Irene Soto and consultants from Network 412. Professional development activities will include demonstration lessons, inter-visitations, workshops and conferences. Scaffolding activities will be developed and shared. Six Dual Language teachers will meet twice a month. Up to 15 teachers (Bilingual, ESL) once every three weeks to participate in professional development sessions, workshops and lesson demonstration that will highlight best teaching practices for second language learners. Teachers will review ESL performance standards, NYSESLAT strand characteristics and performance level descriptors.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Our school's expectations for parental involvement are to support and strengthen student academic achievement. Our school's Parent Coordinator Enid Benitez is an active participant with our parent involvement. She takes charge in advertising through our school calendar and these are disseminated in the major languages (English/ Spanish) spoken by the majority of our parents. Our Librarian Ms. Felipe and PTA President update the School Website in the Parent corner, in both languages. Title III will provide Computer technology classes w/ students on Saturdays (9-12 PM). There will be opportunities to participate in school sponsored workshops addressing appropriate programs and subjects such as literacy/Math classes and Common Core Standards. Parents will be invited to student share fairs in the classrooms and multicultural presentations.

### Part E: Budget

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>145</b>
School Name <b>Andrew Jackson</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Linda Malloy</b>	Assistant Principal <b>Cathy Garzon</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Irene Soto, Maria Hernandez</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Johanna Gomez-DL Teacher</b>	Parent <b>Lilian Alvira</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Enid Burgos</b>
Related-Service Provider <b>Ms. Rosa-</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Lilian Druck</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>8</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>654</b>	Total number of ELLs	<b>122</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	122	<b>Newcomers</b> (ELLs receiving service 0-3 years)	5	<b>ELL Students with Disabilities</b>	35
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	27	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>			0							0
<b>DL</b>	16		0	6						0
<b>ENL</b>	30	1	8	70		23				0
<b>Total</b>	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
<b>TOTAL</b>	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	8	13	7	18	7	18	5	20	9	20	6	18							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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			28	25										0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	1	2	5	0	3								0
<b>Emerging</b> (Low Intermediate)	0	4	7	4	8	11								0
<b>Transitioning</b> (High Intermediate)	3	1	3	1	4	5								0
<b>Expanding</b> (Advanced)	2	7	10	11	9	10								0
<b>Commanding</b> (Proficient)	2	1	4	8	5	6								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					1									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			3	7	9	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	4	2	0	0
4	27	4	3	0	0
5	20	5	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	22	0	6	0	0	0	0	0	0
4	31	0	3	0	0	0	1	0	0
5	23	0	4	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6	0	15	0	10	0	4	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)					10	48		
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 tools our school uses to assess the early literacy skills of our Ells are Core Knowledge unit assessments and Fountas and Pinnell, periodic running records. These tools test decoding, word recognition and comprehension and writing. We use this data to create action plans for our students in order to strengthen small group instruction. We utilizes Estrellita and El Sol to gauge reading skills and decoding in Spanish Language. We also use the Primary Literacy Assessment. These assessment are utilized for flexible grouping on a daily/frequent action plan.

At the beginning of the school year, each student is given the TCRWP running records. According to this data, 79.4% of our ELL students in grades 1 through 5 scored at level 1, 8.04% scored at level 2, 10.72% scored at level 3 and 1.79% scored at level 4. Based on this data, ELL students are grouped accordingly during small group instruction, ELL students receive AIS support during the school day as well as insruction during the ELL Saturday Academy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

The data patterns across proficiency levels on the NYSITELL and NYSESLAT revealed that after two years in a DL/ESL program students were able to transfer their skills and knowledge into their second language in Writing and support was needed to advance in speaking. As part of the schoolwide goal we will continue to work on developing student language and reading comprehension through assimilation of academic and domain vocabulary in all content areas by providing sentence prompts/picture scaffolds and opportunities for viable discussions for students at all proficiency levels; Entering, Emerging, Transitioning, Expanding and Commanding.

There was a drop in the number of new students enrolling in the school, and of those who enrolled 32 were tested with the NYSITELL and 10 were eligible for services.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

It is clear that in order for ELLs in all of the programs to succeed in L2, we must continue to broaden and challenge our students using rigorous and academic standards geared to the four modalities. The AMOA tool is utilized to help target students who have not made progress and provide AIS support. When planning after school or any supplemental services, this data helps the teachers realize who for example; "Missed proficient level in writing by 2 raw points, or exceeded speaking by 1 raw point." This information helps target individual needs within small groups. The AMAO tool also indicates that a number of our students who are in a high at-risk level scored in the first quartile 2 or more years in a row and these students also have IEPs with targeted language goals. The AMAO tool also provided us with data showing a number of students who had poor attendance and this had an effect on their language development. Because of this data, the school has implemented a targeted attendance program to focus on students with chronic absenteeism. ELL students with IEPs are given the opportunity to participate in the Saturday ELL Academy.

4. For each program, answer the following:

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

a. The 2014-2015 NYSESLAT data shows the following: 16 students are at the Entering level (11 of which have IEPs), 32 students are at the Emerging level (18 of which have IEPs), 24 students are at the Transitioning level (12 of which have IEPs), 69 students are at the Expanding level (10 of which have IEPs) and 28 students are at the Commanding level ( 1 of which has an IEP). Most of the ELLs score An analysis of the beginning of the year running record assessment shows that 40% of the total level one students are ELLs, 8% of the level 2 students are ELLs, and 9% of level 3 and 4 students are ELLs.

The patterns will be analyzed based on the new NYSESLAT that is Fully Common core aligned and the Targets of Measurement will be closely looked at. The 2015 NYSESLAT Performance Level Descriptions will be analyzed and an understanding of the 5 performance levels will be fostered among all teachers.

b. Assessments are used to drive instruction. Teachers as well as leadership meet on the common preps to discuss student data, strategies and skills. The school leadership uses the assessment to identify short term goals, establish learning targets and meet long term goals. After data is discussed, teachers plan accordingly to address strengths and weaknesses and tailor instruction to reinforce skills. Running Record data is also used to determine AIS groups and students who will attend Saturday Academy.

c. The school has been analyzing data from different assessments used that ELLs take. We have seen that in our Dual Language classes that have an enriched native language curriculum perform the same if not better than their counterpart. The collections of findings allow us to prioritize appropriate resources. Our Freestanding ESL program uses push in model. The ESL teachers work with ELLs in monolingual classes. The ESL teachers use methods and approaches intrinsic to ESL to challenge the ELL population to master vocabulary, structures, patterns and concepts needed to compete with the non-ELL population. The students' home language is supported via Spanish language dictionaries and picture glossaries and technology as needed. All instruction is done in English using classroom material of appropriate reading level, social studies, and math material as well as ESL material-big books, pictures, concrete and semi-abstract materials, read-alouds and other print rich materials.

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*.]

Our school uses data such as NYSESLAT, ELA, Math and other performance tasks to determine which Tier of Instructional support to provide our ELLs. The students who fall into Tier II and III are enrolled in the Afterschool program or are provided RTI during the school day with an AIS provider. They are all given priority

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

Our school has Dual Language program and ESL program. We do not have a transitional bilingual program. All teachers of ELLs create profile cards which include information on the child's educational history and pertinent cultural background. This helps the teachers to create blueprinted lessons based on the language needs of the students.

Materials are bought to meet the child's second language development. Teacher made scaffolds are provided and after every unit teachers discuss and determine what to continue to use that has shown the most appropriate support for the ENL support . Language objectives are stated in both English and second language. Instructional materials in English and the target language are Common Core aligned,age,developmentally appropriate, culturally diverse,relevant and available in sufficient quantities.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

\*The tools used to assess EP's in the second target language are informal tests in content areas, running records and writing performance tasks as well as the ELE. The language proficiency is on or near the same. English Proficient students are performing the same as their counterparts.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
 .To evaluate the success of our Ells, we look at several factors, standardized ELA, Math, Science and Social Studies tests, NYSESLAT results-how many students moved up a level, "Mock" tests to see growth, Running Records, school report card, participation in after school and articulation with cluster teachers. Lesson plans reflect specific scaffolds for Ells.

## Part IV: ELL Identification Process

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

- 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.  
 Initial identification takes place during the registration process. The ESL teacher is present, Ms. I. Soto to conduct the initial screening which includes administration of the HLIS and conduct the informal oral interview in English and the native language (Spanish). She also explains the administration of the NYSITELL and the Spanish LAB. She also examines any information brought in by the parent (report card) that will aid in the initial identification process. If the HLS is stated to be in Spanish the child is then tested with the Language Battery-Revised and Spanish LAB if necessary, no more than ten days after initial enrollment as per compliance regulations. We also have the assistance of our Librarian, Ms. Felipe who has a Bilingual License and taught in a Bilingual class for seven years. When available, she is also called upon to conduct the initial screening. Ells are evaluated annually using the NYSESLAT to ensure that all entitled students have been identified and have received the NYSITELL. At the beginning of the year, all classroom teachers are notified about whom the entitled students are in their classrooms based on the NYSESLAT and the RNMR reports. A report from ATS -RELC three year exam history is carefully reviewed by the ESL teacher and Assistant Principal. Teachers receive the data for each modality/Raw score and Proficiency levels, to group and academically plan accordingly. Additionally, parents receive written material in their language to understand the different assessments. The teachers and proctors are provided with a workshop on the administration of the NYSESLAT. Sometimes, we receive ELL’s from another school. Parents of these ELL’s request a Dual Language which our school has. Our ESL teacher articulates with the Assistant Principal Ms. Garzon to verify whether there is room in our Dual language program. The ESL teacher requests a copy of the HLIS from the other school and verifies if the child received the NYSITELL, requests a copy of the parent survey if available and any other pertinent information available. If the parent survey is unavailable or has not yet been completed, the parent is called in and the form is filled out after a parent orientation. The child is then placed accordingly.
- 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).  
 The SIFE identification process involves (1) Administration of the oral interview questionnaire (2) Administer Literacy Evaluation for Newcomer SIF (LENS) in Native ). (3) Indicate initial SIFE status in the DOE's data collection System. Students with home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish administration of Literacy Evaluation for Newcomer SIFE. As per, CR Part 154.2, schools have up to 30 days to make an initial determination on SIFE status; the status may be modified for up to one year. The SIFE status is removed once the ELL scores at Intermediate/Transitioning level or higher on the NYSESLAT.
- 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).  
 NYSITELL eligibility for students with disabilities is based on the determination of the LPT which is minimally comprised of; school administrator, certified teacher or related service provider with a Bilingual extension and/or teacher of English to Speakers of other languages, the director of special education and student’s parent or guardian. Due to prior educational, social and/or personal experiences, the student is dominant in English even though the home language is other than English is spoken. The review process is (1) Interview the student in both English and the home language (2) Review the student's prior schools work in reading, writing, and mathematics in both English and home language. (3) Information provided by the Committee on Special Education as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The recommendation is sent to the Principal for review, if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent to make the final decision. There is a 20 day limit. If the determination is reject by the Superintendent, the ENL services must begin immediately within-the 10 Day testing period of the NYSITELL> The parent/guardian is identified within 3 school days.

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

The ESL teacher keeps good record of the scores and sends out the letters and keeps copies on file. Classroom teachers hand deliver the letters at dismissal. If they are not returned there is parent outreach by the Parent coordinator and second and third letters are labeled and re-sent.

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).

After completing the HLS parents are verbally informed of the ELL status. If the parent is not in agreement, we request written notification stating that they want an appeal. \*The first step is to receive a written request from the student's parent. The parent has the right to appeal with-in 45 days. The request must be completed within 10 school calendar days. If it has to be sent to the Committee on Special Education then there are 20 school calendar days. The school reviews all documents related to the initial or re-entry identification process. The school then reviews the student's work in English and the home language. The school will administer the NYSITELL to the student if the student original determination was that the student should not be administered the NYSITELL. The school then consults with the parent. Qualified personnel reviews the school-based assessment and determines the student's abilities in listening, speaking, reading and writing. The school principal determines whether to change the ELL status or not. If the recommendation is not to change the status the process ends; if the recommendation is to change the status, the process continues and the recommendation is sent to the superintendent.

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.

To ensure parental understanding of the three program choices (Transitional, Bilingual, Dual Language, Freestanding ESL), we hold parent orientations during the fall and spring for all in coming students. Program information is available in several forms-brochures and reading material is written in parent language; a video presentation made by the Department of Education in which Assistant Principal Garzon describes each program in detail; and an oral presentation. We have many structures in place to inform parents throughout the year in various ways. They include, individual meetings conversations, on-line presentations and or informational packets. The parent coordinator also works closely with supervisors (assistant principal, ESL teachers) to deliver parent information in a timely manner. Finally, the 2 ESL teachers provides these orientations during Parent-Teacher Conferences during the afternoon and evening sessions.

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.

Our school ensures that, the Parent Surveys and "Program Selection" forms are distributed and returned by doing the following:

- A letter is sent out informing parents of the date, time and place of the parent orientation in order to explain, video and the completion of the Parent Survey and Program Selection form. The letter delineates regulations set forth by CR Part 154.2 regarding the default program for parents of ELLs who do not fill out the above form.
- Phone calls are made by the Parent coordinator or ESL teacher prior to the meeting in which the importance of attending is stressed and the default system is explained.
- At the meeting, after the video presentation, a Q & A session is held regarding the different models, this is when parents receive further clarification and complete the Program Selection form.
- For those parents who have not attended the parent orientation, the parent coordinator makes phone calls to announce the next immediate parent orientation.
  
- A copy of the first time entitlement letter is placed in the student cumulative record. The letters are maintained in a file cabinet.

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

The initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS.

All subsequent changes to parent choice, after capture of initial parent choice is made on the BNDC screen.

At parent teas, in the beginning of the year, parents who need to fill out the program selection form meet with the ESL teacher for an orientation and completion of the parent selection form.

- Parents who have failed to sign the parent survey receive a letter that their child has been placed in the bilingual/ESL class of that grade.
- After the above has been exhausted, an interview is held via the telephone where parents are provided with an orientation and explanation of the various/ESL program.
- First entitlement letter records are maintained by the ESL teacher in a folder entitled, "Parent Survey and Selection

forms,” 2015-2016.

- “Continued Entitlement” letters are given to the students to take home for parent signature after reviewing the NYSESLAT scores in September.
- For those students who do not return the continuation letter phone calls are made and follow-up letters are given until they are brought back.
- A copy of the first time entitlement letter is placed in the student cumulative record. The copied letters are maintained in a file cabinet also

.The ELPC screen is completed (additional 10 days after orientation & parent choice letter); 2 questions -Was the parent provided an orientation explaining the three ELL programs? What was the parent choice.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement notification letters- (Entitlement, Non-entitlement and Continued Entitlement Letters) are carefully sent and monitored. At first they are back packed and a copy of each is kept in the Compliance Binder as proof that it was sent out within the 5 day mandate. The ELL teachers monitor return of these. A second copy is sent out and then parent phone contact is put into action.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
HLIS forms are kept in each student cumulative record and a copy is kept in the main office cabinet. The entitlement and non-entitlement letters are kept in Cumulative record and a copy is placed in the 2015-2016 Bilingual Compliance Binder. The Compliance Binder is kept by the Assistant Principal and is updated by the ELL Coordinator as needed.
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 steps taken to administer all sections of the NYSESLAT include:  
Verification of ATS Report: RLER and RLCR.
- Regular testing protocols-Testing memo is sent to parents 5 days in advance,
  - Testing team reviews testing material and security protocols
  - Materials are counted upon administration and collection
  - ESL teacher checks students who have been discharged and reviews testing modifications if any-memo is distributed to all classes
  - Testing team has a schedule for administering the Speaking portion one student at a time .
  - Classroom teachers receive annual NYSESLAT Testing orientation and scheduled dates for the Sessions 1,2,3 which are tied to Global themes
  - Proctors are assigned
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are sent out shortly after to NYSESLAT scores come in and no later than September 15<sup>th</sup> .  
Placement notification letters- (Entitlement, Non-entitlement and Continued Entitlement Letters) are carefully sent and monitored. At first they are back packed and a copy of each is kept in the Compliance Binder as proof that it was sent out within the 5 day mandate. The ELL teachers monitor return of these. A second copy is sent out and then parent phone contact is put into action.
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).  
The trend over the last few years is slowly changing with fewer HLS in Spanish and there is a decrease in students requesting for Bilingual and a steady selection of Dual Language and an increase in ESL. Another contributing factor is the decrease in overall student population due to gentrification of the neighborhood. Another contributing factor seems to be the fact that in contrast to previous years where we had two pre-k classes, now we have five pre-k classes, students are coming in with stronger English language skills. Our current registration for the 2014-2015 school year showed that there are approximately 9 incoming Kindergarten ELL students and three selected DL. Our program models are aligned with parent request.

## 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.

Our organizational models consist of Dual language, ESL push in, Freestanding ENL.

In our push-in ESL program, ELL students spend most of their day in a mainstream English classroom. The push-in program is implemented through a "team teaching" and "team planning" that requires the regular classroom teacher and the ESL teacher to plan on a regular basis. This year we have added one more ESL teacher to meet the demands of the new CRPart 154.2 mandates. Integrated instruction is delivered by the ENL teacher through content instruction-language arts, math science, social studies. In our ESL program content areas (math, Science and Social Studies) are delivered in English by the teacher using pictures, graphic organizers, charts with realia, computers, baskets of books in the students native language, peer buddies, performance task, smart boards, and other proven methods to make content comprehensible to enrich language development.

Depending on the 5 levels of English proficiency the units of study can be combined with Stand-Alone ENL or integrated. The Former ELLs up to 2 yrs will receive (2 units of study) 90 minutes per week in the form of book clubs with our licensed dually certified ESL librarian. In our Freestanding English as a Second Language classes which exists in the Second and Third grade, all academic instruction during the school day is in English by licensed ESL teachers. The core content areas are taught using ESL strategies and methodologies. The objective of this program is to have ELL students emersed in the English language in order for them to become fluent and literate in the second language. They also receive support in the native language; each of these classrooms have a small library with Spanish books, glossaries, Spanish dictionaries, sentence starters and scribe pens.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

Our DL program is a developmental, language-enriched, Bilingual education program that integrates students who are native English language speakers with native speakers of Spanish. Students receive half the instruction in English and half in the target language Spanish. Language is taught through content areas as well as Literacy. The model that is used is for grades K-2 is the alternate week model. Students learn to read and write and receive instruction in other disciplines in both languages. The goal is to develop Bilingual and Biliterate academic goals in both English and Spanish for all students.

In Grades 3-5 there is the Roller coaster method, where half of the day's lesson is in English and half is in Spanish. The next day, the schedule is inverted. If the day before English was taught in the morning and Spanish in the afternoon, then Spanish would be taught in the morning with English in the afternoon. A lot of factors go into determining which grades will use which model.

First there is the logistics, like class sizes. If there are not enough ELLs with parental request, the side-by-side model can't be used, due to budget constraints. We have a good amount of bilingual certified teachers qualified to teach in both languages. The Roller coaster method was put in place to accommodate testing grades and materials.

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)?

We added one more licensed ESL teacher to provide ENL services for the ELLs. Among the two teachers we will strategically program the correct amount of units and the types of ENL that is mandated. Their programs will reflect for example; for an Entering student, 360 minutes (180 minutes of Standalone ENL and 180 of Integrated ENL/ELA). Transitioning student (90 mins integrated ENL/ELA and flexibility of 90 mins standalone or ENL with content area. Expanding student (180 integrated ELA or other content area)

Commanding student (90 mins-integrated ENL/Content area or other approved former ELL service for 2 yrs.

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.

Free Standing-The class receives instruction in English as a group and is heterogeneously grouped. Each lesson targets Learning Objective and Language objective. The lessons are Tiered to reflect multiple access points inclusive of verbal, instructional and procedural scaffolds. The teachers utilize strategies/materials such as realia, visuals and multi-media. Lessons include; Close interactive read alouds, collaborative discussions and language frames for speaking and writing.

ESL Push-in-The teacher plans in conjunction with the classroom teacher. The teacher scaffolds activities according to our mandated school curriculum and material; Core Knowledge K-2 nd grade, Expeditionary Learning grades 3-5, Disciplinary Literacy-Science and Social Studies , and Go math. The ESL teachers push in and use strategies such as; TPR, Deconstruction and Reconstruction of complex text, graphic organizers, discussion prompts, and open-ended questioning.

DL- The teacher scaffolds activities according to school's English curriculum-above mentioned . The material is aligned in Spanish with a combination of teacher created Spanish material and authentic Literature and Spanish -Science & Social Studies content technology and Spanish Go Math program. As part of Spanish word work for grades K-2, the Estrellita program is used and the students are assessed after specific benchmarks.

For Grades k-2, the language is alternated on a weekly basis. The flow of the Day is Read-aloud, Core Knowledge-Skills, Guided Reading Lunch Disciplinary Literacy -Science and Social Studies(Read and Write) and Math.

For grades 3, 4 and 5 the Roller Coaster model is practiced. For the Roller coaster model the Flow of the Day is the same everyday: Read aloud/skills, ELA /NLA Expeditionary Learning Program, Guided Reading Lunch Math and Disciplinary Literacy- Science and Social Studies. For example, on a given week Monday: English morning , Spanish afternoon, Tuesday: Spanish morning, English afternoon, Wednesday English morning Spanish afternoon...etc.

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

As a school administrators collect benchmark assessments three or more times a year. Progress is tracked and teachers and administrators discuss action plans and next steps by looking at formative assessment: small group instruction grouping sheets and conference notes. Progress is monitored via the Spanish Writing Performance Tasks, Spanish Running Records and Math unit tests :

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

There are a couple of tools used to evaluate Ells in the four modalities of English acquisition through out the year. First, we administer a "Mock" NYSESLAT-Sampler provided by the State on line to determine the needs of our Ells. After analyzing the results, we support instruction by using Empire State NYSESLAT by Continental Press. Then, a post "Mock" is administered to evaluate student gains in specific modalities. ENL instruction is rigorous and opportunities to develop all four modalities rely on looking at how students are utilizing the scaffolds and gauging success via formative assessment/checklist that is part of daily planning and instruction. As part of formative assessment instruction to target the 4 modalities in integrated in all lesson as;

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

a. During this current year we do not have SIFE students. However, our instructional plan for SIFE students include support in L1. Students receive extra support through technology that assists in using decoding and comprehension.

b. Ell students less that three years receive differentiated instruction by proficiency level through both whole group and individualized. Provisions for modeling and demonstrations are provided. Materials include books on tape, laptop listening centers, visuals, and smartboard. These students have priority for extended day.

c. Ell students receiving services 4 to 6 years we provide differentiated instruction emphasizing reading and writing strategies across content areas. These students also receive extra periods of AIS. Student work is closely analyzed by inquiry teams to close the instructional gaps and provide additional support.

d. These students are provided with Tier III interventions and academic intervention service support and discussed in the /RTI meetings.

e. Our plan for continual support for our former ELLs we will provide the 90 minutes a week via Book Clubs with our Dually licensed librarian.

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.

If the Principal, based on the recommendation of qualified personnel and consultation with the parent/guardia believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3

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?

Chart instructional strategies used to provide access to academic content and accelerate English language development are; small group instruction, one to one instruction, peer collaboration and content based research groups and Disciplinary Literacy. Teachers engage in revisions of units to identify how to better utilize instructional scaffolds and to determine when to use appropriate types such as: Verbal-(Wait time, prior knowledge, think a loud) Procedural- (explaining task, role playing, guided practice, pairing groups, coaching) Instructional-(Pictorial, words cards, sentence strips..etc)

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

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD as follows: All ELL-SWD's parallel their general education peers in curricular and instructional materials. The materials are adapted and modified as per the linguistic needs of this population. In addition, assessments are modified so that ELL-SWD 's have more time hence scheduling flexibility is achieved and our students do not feel frustrated if they cannot complete the task. Flexible scheduling also takes place via mainstreaming of ELL-SWD's with non ELL-SWD's as per IEP stipulation.

**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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

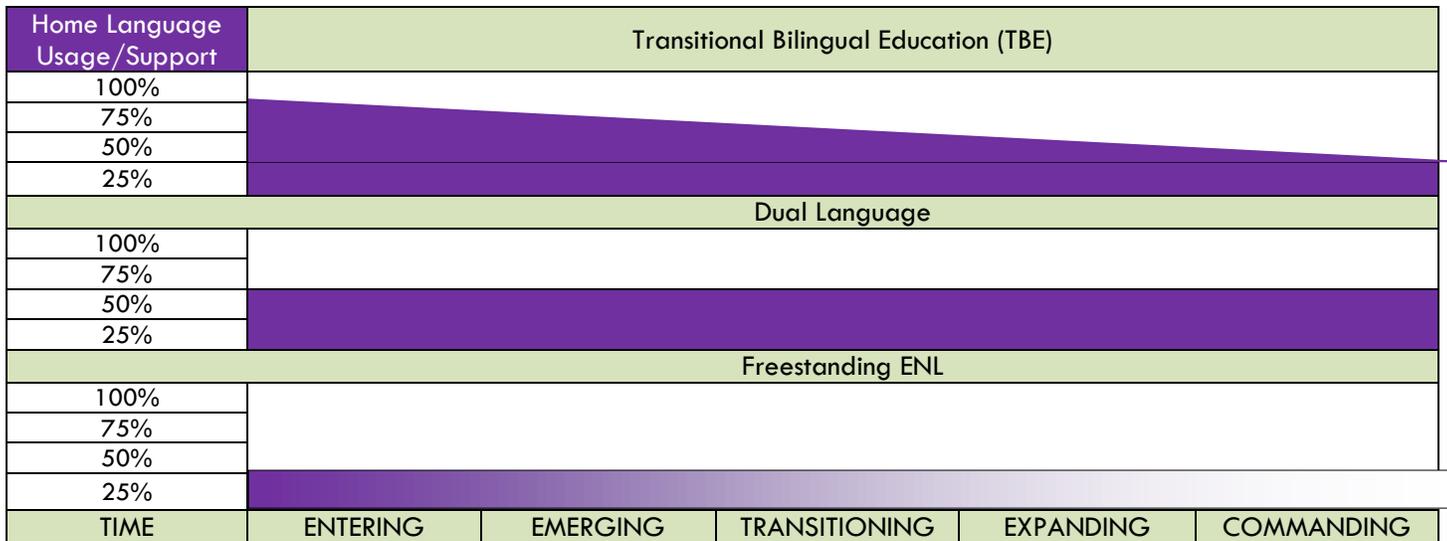


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Our targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and /or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers OTPs also provide intervention during the extended day. Intervention activities include Reading and Math during the extended day.
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 targeted intervention programs in ELA, Math and other content areas are open to all ELL subgroups. The intervention is provided in English and /or Spanish by the classroom teacher during differentiated instruction and extended day. The cluster teachers OTPs also provide intervention during the extended day. Intervention activities include Reading and Math during the extended day. When necessary, she also provides instruction in L1 (Spanish) and uses ESL strategies to help foster the language patterns.
12. What new programs or improvements will be considered for the upcoming school year?  
This we have hired a second ENL teacher
13. What programs/services for ELLs will be discontinued and why?  
There will be no programs discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL's are offered the first morning afterschool and Saturday programs via supplemental services which is supported through Title III funds. Ells participate in curricular activities such as: Glee club, Band and Enrichment Cluster based on an interest survey.
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.  
All Ells, regardless of subgroup receive the same materials. All ELLs attend computer lab. We utilize MYON in English and Spanish as well as Success Maker for the Saturday program. Brain POP is used in both languages to support Science and Social studies. Math is supported through Go Math. We offer special computer lab time for parents and students of ENL during parent engagement Tuesdays. We are always searching for new scaffolds- the latest is the scribe pens that our alternate language paras and teachers use with the students. Our Ell teachers have special laptops with headphones as a listening center-as part of English support-STAR FALL. Scribe pens are used to support reading and listening skills
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home Language is supported by fiction and non-fiction books in our DL program. New Common core Alined Authentic Literature and Content Area books have been purchased. In our Dual and ESL classes, students have glossaries, dictionaries and Spanish content vocabulary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services support and resources correspond to Ells' ages and grade levels using differetiated instructional strategies. An intervention program "Starfall" to support vocabulary development is used in the classroom in form of technology.
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).  
Before the beginning of the school year, newly enrolled students are given a tour and orientation of the library by our librarian Ms. Felipe. Our guidance counselor and parent coordinator set up a meet and greet and show how to access the schools monthly newsletter
19. What language electives are offered to ELLs?  
Paste response to question here:
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our DL program is a developmental, language-enriched, Bilingual education program that integrates students who are native English language speakers with native speakers of Spanish. Students receive half the instruction in English and half in the target language Spanish. Language is taught through content areas as well as Literacy. The model that is used is for grades K-2 is the alternate week model. Students learn to read and write and receive instruction in other disciplines in both languages. The goal is to develop Bilingual and

Biliterate academic goals in both English and Spanish for all students.

In Grades 3-5 there is the Roller coaster method, where half of the day's lesson is in English and half is in Spanish. The next day, the schedule is inverted. If the day before English was taught in the morning and Spanish in the afternoon, then Spanish would be taught in the morning with English in the afternoon. A lot of factors go into determining which grades will use which model.

First there is the logistics, like class sizes. If there are not enough ELLs with parental request, the side-by-side model can't be used, due to budget constraints. We have a good amount of bilingual certified teachers qualified to teach in both languages. The Roller coaster method was put in place to accommodate testing grades and materials.

## 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.)
  2. Strategies to address the needs of student English Language learners, and other high-need student sub-groups:
    - Identify resources and structures to support teachers' understanding of types of scaffolds (e.g., web videos on ADVANCE, teacher team meetings, inter- visitations, Engage NY articles specific scaffolds for Ells and SWD).
    - Administrators will visit each teacher's classroom over the course of the year for observations, and provide teachers with feedback specifically matching student work products with relevant scaffolds and discussing how well students utilize the tools during independent or group work.

Classroom teachers and clusters who service Ell's, F-Ells will meet in 6 week cycles during Monday PD time.
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 ENL teachers provide demo lessons and intervisitations. • The priority need is for teachers to focus on Danielson components 3B and 3C, Questioning and Discussion and Student Engagement. Teachers need to craft higher order questions that lead to curiosity, debate, and discussion. Learning activities are to be developed that encourage student choice and motivation and that are "minds on".

  - Teachers will carefully select appropriate scaffolds that are a true support to students, scaffolds that match students' needs, scaffolds that are utilized effectively by students and transitional strategies that are implemented by teachers in order to reduce or eliminate scaffolds as they are no longer needed. Teachers of English Learners will also focus on creating language objectives to integrate within their lessons in order to strengthen language development in students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Guidance counsel works in tandem with the principal of the middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
  - A series of workshops to target new Part 154.2/.3 mandates of providing 50% Pd for all teachers and 15% for ENL teachers
  - ENL PD will include effective practices that; connects previous learning for language support including "chunking" and "webbing" to make information manageable, cooperative and interactive activities, multiple access points, low risk environment practices which promote high self-esteem in order to improve student outcomes.
  - "Try and Share" follow-up sessions will be planned to consolidate new initiatives so all voices are heard for the purpose of gauging "new and best practices."
  - Responsibilities will be delegated to empower teachers and other staff member to build capacity and keep best practices alive throughout the year cohesively among all stakeholders.
  - School leaders establish a common lens and language to provide feedback in informal and formal snapshots.
  - The data collected through these frequent cycles of observations will be used to plan additional professional development for teachers by teachers.

Record will be kept in school-wide PD binder. Certificates will be given to new teachers who need mandated hrs.

### 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?

We have a PTA which meets monthly and there is parental involvement as part of our School Leadership Team which apprises parents of curriculum, budget and projects. We hold workshops according to parents' need and requests. Our parent coordinator Enid Burgos seeks different agencies to come to our school to provide workshops on parenting and nutrition. We house parent ESL classes four days a week. During the fall, we send out surveys to find out what programs parents are in most need of. Parents are encouraged attend assemblies when the auditorium is available. We have educational trips to "Repertorio Espanol " and New York City Landmarks. Parents are kept informed through our calendar and school website.

The needs of parents are evaluated by using questionnaires, surveys and by parent request. Often the parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive. The Principal and AP's also have an open door policy.

When translation is needed the Parent Coordinates with the office of Translation to provide support.

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.

We keep logs of phone calls, agendas and letters in the Bilingual Compliance Binder. Intake is often done by the Parent Coordinator, ESL Teacher, Assistant Principal. The Translation pamphlets are available in the Main Office and in the Parent Coordinator's office as a parent resource for parents of students whose language is other than Spanish. All above personnel speak Spanish and English.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We house parent ESL classes four days a week. During the fall, we send out surveys to find out what programs parents are in most need of. Parents are encouraged attend assemblies when the auditorium is available. We have educational trips to "Repertorio Espanol " and New York City Landmarks. Parents are kept informed through our calendar and school website.

The needs of parents are evaluated by using questionnaires, surveys and by parent request. Often the parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school partners with Cornell which provides workshops and Studio in a School and Brooklyn Botanical Garden and Cook Shop.
5. How do you evaluate the needs of the parents?  
The needs of parents are evaluated by using questionnaires, surveys and by parent request. Often the parents come to the school and speak to the parent coordinator and relate the types of information they would like to receive.
6. How do your parental involvement activities address the needs of the parents?

Our family community ties bring resources from the community into the school building by welcoming, and encouraging, and developing partnerships with families to who need to feel welcome and confident about their child's school. The school and parents value eachother.

### D. Additional Information

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

Paste response here:



School Name: _		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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **32K145** School Name: **P.S. 145 Andrew Jackson**  
Superintendent: **Lilian Druck**

### Before you begin, please check the following:

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

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

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

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

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

PS 145 uses a variety of data sources to determine language preferences of parents. The ENL coordinator runs the ATS report RHLA four times a year. This report shows that 331 families prefer to communicate in Spanish, 381 in English, 1 in Chinese and 1 in Thai. Information is also culled from the HLIS when students are registered. Blue Emergency cards are completed and updated three times a year during Parent Teacher conferences and home language is noted on these cards. Teachers are in constant contact with parents as part of the Tuesday Parent Engagement time in order to determine how to best meet the needs of the parents in terms of communication. Letters that are sent home to the two families (Chinese and Thai) can be sent to the translation unit for written translation. Teachers also can provide the parents with the translation and interpretation brochure.

At P.S. 145 every letter, calendar and any parent notification written in English is translated into Spanish which is the native language of the vast majority of our parents and sent home. All parent meetings are conducted in Spanish and English. Our parent coordinator, Ms. Enid Burgos, is fluent in languages as well as the Guidance Counselor, Ms. Nerina Rodriguez and the Family Worker, Ms. Nancy Ponce who translate all written materials to ensure parent involvement and understanding. All three Assistant Principals provide support in both languages. Our 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 Parent Committee as trained volunteers and welcomed members of our school community. We share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. In addition, 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 by translating all critical school documents and provide interpretation during meetings and events as needed. We utilize the Home Language Survey

(Parent Information) data to ensure that we provide translations in written and oral form based on their chosen language request. Furthermore, we use current data from meetings, parent teas, Family Fridays, Parent Teacher Conferences, PTA meetings and workshops to determine language necessities. In some case where there is a need for Chinese/Cantonese translation (for one newly arrived student) we elicit support from a volunteer parent whenever possible.

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.

The ATS report RHLA shows that 331 families prefer to communicate in Spanish, 381 in English, 1 in Chinese and 1 in Thai in both written and oral communication.

## **Part B: Creating a Communications Calendar**

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

At PS 145 many of our staff members are fluent in Spanish, they are able to provide oral and written translations on the spot and when necessary in written form in a timely fashion. The Spanish written translations of materials and resources sent to parents are done in-house for all documents that are sent home in advance so that parents remain informed and up-to-date on school initiatives which affords them with the opportunity to participate or attend an upcoming event, function or workshop. The following documents are translated in both Spanish and English and backpacked to all parents either by our Parent Coordinator or Family worker: Monthly calendar, weekly announcements, student progress reports, afterschool information, letters from School Leadership. The newsletter which is on the PS145 Website is translated by our School Librarian. The Monthly calendar is also enlarged, laminated and placed in the main entrance for all to see.

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

Formal face-to-face meetings occur in September as Family Night (Meet the Teacher), Parent Teacher Conferences in November and March, and Evening Conference in May to discuss student progress. Parent Engagement time is also on Tuesday afternoons of every week. For the Tuesday parental support there is a schedule binder and any classroom teacher who needs one to one translation elicits support from our key staff members. The guidance counselor and the school Psychologist are in constant communication for student updates on progress and student needs. The attendance teacher and Family Worker work hand in hand in communicating with individual parents on a daily basis.

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

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

In order to foster communication and meet the needs identified in Part B, PS 145 provides written translation of all notices and parent communication materials. Written translations are done by in-house staff members as needed. The school will provide, in-house oral interpretation services in Spanish to parents by utilizing our key staff members the Parent Coordinator, Enid Burgos, all three administrators and other staff members readily available to assist in communicating verbally and written to parents in Spanish. Also, PS 145 utilizes a portion of the translation allocation to fund bilingual paraprofessionals during evening Parent-Teacher conferences in order to provide translation for parents attending the conferences.

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.

The school will provide, in-house oral interpretation services in Spanish to parents by utilizing our key staff members such as Guidance counselor, School Psychologist, Social Worker, Family Workers, ENL Teachers, the Parent Coordinator, Enid Burgos, all three administrators and other staff members who are readily available to communicate with parents either verbally or in writing in Spanish.

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

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

To ensure that all staff members are aware of how to use the translation services, this information will be reviewed at the opening staff meeting in September. Also, all staff members including safety agents will be given a Language Palm Card at the beginning of the year. A copy of the "I speak" card will be kept at the security desk and in the main office.

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

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

### Checklist of Notification Requirements

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

PS 145 will fulfill Section V11 of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service by sending home all notices and letters in both Spanish and English. We will also communicate to parents during parent workshops, PTA meetings, parent teas, parent teacher conferences and special events in both English and Spanish. In addition, current information will be displayed on the outside billboard. The brochures and Language "I speak..." Cards will be introduced and information disseminated to the teachers at the September Welcome back meeting and before the two parent teacher conference days so that parents can be made aware of over the phone translation and interpretation assistance. Parents' Bill of Rights are disseminated to parents at Parent Teacher Conferences throughout the year in both Spanish and English. Parents will be given access to the Department of Education website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access the services.

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

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

We constantly elicit feedback from parents on a monthly basis at the School Leadership Meetings and at our Dual Language meetings and information gathered from surveys and verbal feedback from monthly parent workshops and daily parent intake forms that filter through our Parent Coordinator and grade specific supervisors. Feedback from parents is also elicited from our PTA through meetings and events held at the school.