



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **17K161**

School Name: **P.S. 161 THE CROWN**

Principal: **MICHAEL JOHNSON**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 161 School Number (DBN): 17K161
Grades Served: PK-5
School Address: 330 Crown St
Phone Number: (718) 756-3100 Fax: (718) 953-3605
School Contact Person: Michael Johnson Email Address: Mjohnso10@schools.nyc.gov
Principal: Michael Johnson
UFT Chapter Leader: Tracy Lee
Parents' Association President: Tion Loney
SLT Chairperson: Tracy Lee
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tion Loney
Student Representative(s):

District Information

District: 17 Superintendent: Clarence Ellis
Superintendent's Office Address: 1224 Park Pl
Superintendent's Email Address: Cellis3@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: 718-221-4326

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St, Brooklyn, NY 11209
Director's Email Address: Cwatson21@schools.nyc.gov
Phone Number: 718-759-5131 Fax: 718759-5131

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)
Michael Johnson	*Principal or Designee	
Tracy Lee	*UFT Chapter Leader or Designee	
Tion Loney	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tion Loney	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frank Darby	Member/ Uft	
Tracy Lee	Member/ Uft	
Lorraine Boston	Member/ Uft	
Myrtle Primus-King	Member/ Uft	
Michelle Williams	Member/ Parent	
Cari White	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alecia Anthony	Member/ Parent	
Sonia Clarke	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.

Mission Statement: P.S. 161, The Crown School is committed to involving all students, parents, staff and community resources in an effort to develop healthy, emotionally, socially and academically high performing students as we prepare them for college and career readiness.

P.S 161 is a Pre-K-5 school serves a population of approximately 414 students. The majority of the students come from low-income families as 86% of our students receive free or reduced-priced lunch. Three percent (3%) of our students are English Language Learners and 16% of the student body has Individualized Educational Plans. We have two full-day Pre-Kindergarten classes.

Technology is a key component in the academic program at P.S. 161. We have a computer lab with 32 new computers. There are two 3D printers in the lab. Students work on programming and game-coding. Every classroom is equipped with a Smartboard, as well as 2-3 new computers that students work on throughout the day. There are three laptop carts and three iPad carts that the teachers can use in their classrooms. Each teacher also has their own individual iPad.

We strive to create a safe, nurturing environment for all of our students. Through our PBIS program, Spirit Day assemblies, School Implementation Team meetings, Respect For All Week activities, Morning Affirmations we are establishing a culture that communicates high expectations for all, builds trust and positive attitudes that supports the academic and personal growth of students.

As stated in our mission, we strongly believe in developing students socially and we do this through the arts. We strive to immerse all of our students in one of the disciplines of the arts during the school day or in extracurricular activities after school. This year we started Enrichment Fridays, a project-based learning program during the school day, where students had a choice on which activity they wanted to join, such as: Robotics, Chess, Legos, Spanish, Sign Language, Dance, Yoga, Quilting, and Stepping. Some of our after school activities include basketball, track, violin, steel pan, drama, band, and dance.

In consideration of our students' social-emotional development, we held an assembly conducted by **NED - N** (Never give up) **E** (Encourage others) **D** (Do your best). Earlier in the school year, the NED program returned to PS 161. A 45 minute character education assembly was presented promoting positive attitudes and encouraging students and staff to do their best every day. Follow-up lesson plans and resources were provided to teachers to build on the excitement created by the initial assembly program making a long-lasting impact on our students. NED is a show that visits 2.5 million students each year throughout the U.S., Canada, U.K., and New Zealand.

Our key area of focus this year is to use the data we collect to meaningfully adjust the curriculum and drive instruction resulting in multiple entry points for every student. According to the 2014-2015 PFQR, we collect a lot of data, however, minimal evidence exists to demonstrate how adjustments are made based on the data. Professional learning throughout the year will focus on looking at and analyzing student work, making curriculum adjustments, and providing all students with meaningful and cognitively engaging tasks.

We are participating in the Learning Partners Plus program for the 2015-2016 school year.

17K161 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	433	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		85.8%	% Attendance Rate	92.3%
% Free Lunch		86.6%	% Reduced Lunch	7.5%
% Limited English Proficient		3.5%	% Students with Disabilities	16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.9%	% Black or African American	77.3%
% Hispanic or Latino		11.5%	% Asian or Native Hawaiian/Pacific Islander	7.4%
% White		1.7%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		23.2%	Mathematics Performance at levels 3 & 4	25.0%
Science Performance at levels 3 & 4 (4th Grade)		84.2%	Science Performance at levels 3 & 4 (8th Grade)	36.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
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.	D
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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>❖ According to the preliminary feedback from the 2014-15 QR, “there is an uneven demonstration of higher-order thinking skills in student work products across classrooms.” In order to support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS, we have purchased ReadyGen to support English Language Arts and GoMath to support Mathematics. Our teachers have attended citywide professional development on implementation of the programs as well as providing intervisitations to schools within the district and intravisitations between classrooms in order to support instruction for all students. We are in our second year of implementation with these programs and will continue to need support until mastery of the program components are achieved.</p> <p>❖ According to the preliminary feedback from the 2014-15 QR, “minimal evidence exists to demonstrate how data-based adjustments are made to ensure that all learners are cognitively engaged.” Our teachers have been engaging in data analysis using the pre and post unit assessments as well as using protocols for looking at student work. In grade teams, they then use this data in order to make adjustments to unit and lesson plans. Ensuring that this was in place was a first step for what is now our instructional focus, providing targeted data-based instruction through small groups, namely guided reading. Generation Ready and the Network Instructional Coach are supports which we have put in place to ensure success for all teachers and students. This will be ongoing work throughout the year.</p>		

⊖ According to the preliminary feedback from the 2014-15 QR, “all learners are not provided with cognitively engaging tasks which allow for higher order thinking.” In order to address this need we have designed professional learning activities which are focused on ‘backwards mapping’ which identifies the tasks and assessments which will guide teaching objectives and measures for achievement of objectives. In addition our cycle of observations and meaningful feedback are allowing us the opportunity to give explicit feedback to specific teachers that may be struggling with providing cognitively engaging tasks for all learners. This work is still in its beginning stages and is not yet consistent across all classrooms.

Part 2 – Annual Goal

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

By June 2016, 100% of assessments administered and curriculum implemented in the classrooms will be aligned to the rigorous student learning expectations outlined in the CCLS as evidenced by a 5% increase in the ELA state assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> ❖ Teachers will implement the Common – Core aligned curriculum; ReadyGen in Grades K-5, focusing on text-based answers where students will have rich and rigorous conversations from complex texts using text-dependent questions. ❖ Pre K teacher will follow the common core aligned Big Day for Pre-K curriculum. ❖ Students will read independently during a 	<p>All Students</p> <p>Pre K students</p> <p>All students</p>	<p>9/2015</p> <p>6/ 2016</p> <p>9/2015-6/2016</p>	<p>Grade leaders, Teachers and Administrators, Data Specialists</p> <p>Pre K Teachers</p> <p>Classroom Teachers</p>

<p>specified block during the school day to increase fluency.</p> <ul style="list-style-type: none"> ❖ Teachers will use formative assessments to form guided reading groups daily. ❖ Hold weekly teacher team meetings to share, analyze and review data including student work to create coherent progressions within the standards from grade to grade so student knowledge and skills build on previous learning foundations. ❖ Provide professional development in data analysis and the alignment of the unit goals and data driven decision making in order to provide clear, well structured instruction that encourages students to build and apply knowledge. ❖ Provide structured remedial intervention for at risk students in the classroom. Students will develop confidence to build on each others ideas during small group discussions. ❖ Purchase afterschool intervention materials (NY Ready, Rally, Finish Line and Understanding Complex Reading Texts.) Skills and strategies will focus on helping students understand concepts to build strong foundations for learning. ❖ In Technology class, students are using 3D printers to learn programming and game 	All students	9/2015-6/2016	
	All students	9/2015-6/2016	Classroom Teachers
	All students	9/2015-6/2016	Grade leaders, Teachers and Administrators, Data Specialists
	All students	9/2015-6/2016	Grade leaders, Teachers and Administrators, Data Specialists
	SWDs, Lowest third	9/2015-6/2016	Grade leaders, Teachers and Administrators, Data Specialists
	All students	9/2015-6/2016	Grade leaders, Teachers and Administrators, Data Specialists
	All students	11/2015- 5-2016	Technology Teacher
	All students	9/2015-6/2016	

coding. This will lead to an increase in their ability to reason and think abstractly.			
<ul style="list-style-type: none"> ❖ Based on data, students will be identified for academic intervention services. Instruction will be targeted to meet the students' needs. ☞ Utilize Imagine Learning for struggling readers in the classroom in order to help students build strong foundations for learning. 	Grades 3-5	9/2015 6/ 2016	Grade leaders, Teachers AIS Service providers, administrators, Data Specialists
<ul style="list-style-type: none"> ❖ Ensure teachers regularly conference with students and parents so that strengths, weaknesses and next steps can be addressed. ❖ Have workshops for parents to enable them to help their child at home. 	All Students All students	9/2015 6/ 2016 9/2015-6/2016	Classroom Teachers Parents
<ul style="list-style-type: none"> ❖ Teachers will create an environment of respect and rapport in their classrooms so that students are comfortable taking academic risks. ❖ Lessons are designed for multiple entry points where students feel confident to contribute to small group discussions. ❖ Design classrooms that are interactive. One that encourages students to build and apply knowledge in a safe supportive environment. Students provide constructive feedback to their peers and others. 	All students All students All students	9/2015 6/ 2016 9/2015 6/ 2016 9/2015 6/ 2016	Classroom teachers, AIS Teachers Classroom Teachers Classroom Teachers

Part 4 – Budget and Resource Alignment

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

- ❖ Administrators
- ❖ Classroom Teachers
- ❖ Data Specialist
- ❖ All Teachers
- ❖ F-Status Teachers

☞ Network Support Personnel

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

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	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.

- ❖ We will use the mid-year administration of Fountas and Pinnell as our mid-point assessment. By February 2016, 95% of students will have moved at minimum one Fountas and Pinnell reading level.

☞ Computer adaptive assessments are conducted for benchmarking in mathematics. By February 2016, there will be a 2% increase in the mean scale score for each grade.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>⊞ According to the preliminary feedback from the 2014-15 QR , “students are assigned to an adult that monitors their academic and social and emotional well-being. Students interact with this person through the year and receive support as needed. As a result, the teachers have reported ongoing development of improved personal behaviors.”</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all classroom teachers will use assessments to increase their knowledge of students to provide multiple entry points which will result in access to the curriculum for all learners. This will be measured by a 5% increase of students at proficiency on the 2016 state math assessment.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>❖ Students will complete interest surveys. This will be used to increase the teachers’ knowledge of students.</p>	<p>All students</p>	<p>9/2015 – 6/2016</p>	<p>Administrators, Classroom Teachers</p>
<p>❖ Students are grouped based on their needs and learning styles. Instruction is customized so that students are actively engaged in intellectual activities. This</p>	<p>All students</p>	<p>9/2015 – 6/2016</p>	<p>Classroom Teachers</p>

<p>creates a safe environment for students and teachers.</p> <p>❖ Implementation of PBIS</p> <p>❖ School wide activities and programs are implemented to build respect and trust:</p> <p>➤ Spirit Day -Students feel comfortable to nominate other students and staff members for Spirit day awards. This instills self confidence in our students.</p> <p>➤ Attendance awards Recognition of Classes - Students with the highest attendance rate for the month will receive recognition. The classes with the highest attendance rate will receive a pizza party for their achievement.</p> <p>➤ Special Award Assemblies - Students are recognized Principals Honor Roll, Assistant Principal Honor Roll and Student of the Month</p> <p>➤ Morning Affirmation and Daily Character Pledge</p> <p>Student will also prepare for the day by doing relaxation exercises.</p> <p>➤ Implementation of Project Based Learning activities “Enrichment Fridays” . Clubs are designed based on teachers’ strengths and students interests. Students will select clubs of their choice from a menu African Dance, stepping, robotics, junior</p>	<p>All students</p> <p>All students</p> <p>All students</p>	<p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p>	<p>Entire Staff</p> <p>Entire Staff, Parents</p> <p>Entire Staff, Parents</p>
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robotics, yoga, quilting, crocheting, chorus, sign language, drama and Spanish Club.

➤ **Team Sports** and other competitive and noncompetitive activities (basketball team, track, violin, steel pan, drama, band, dance, spelling bee, math-a-thon, essay contests and science fair).

❖ Other extracurricular activities that foster a sense of ownership which will lead to greater student outcomes in mathematics.

➤ Art of Stepping

➤ Noel Pointer’s Violin Program

➤ Computer Programing and Game Coding

➤ Chess Club

➤ Cookshop Program

❖ Technology is used to customize inclusive and motivating instruction to enhance critical thinking skills and strengthen students reasoning and abstract thinking.

➤ Math Reflex Computer Program (fluency drills and to help master basic facts)

➤ 3 Dimensional Printing (Designing Prototypes and models)

❖ The Principal greets students and their parents before, during and after

All students

9/2015 – 6/2016

<p>school. Students feel safe both in and around the school building because of the presence of the Principal. Every morning he diligently braves the weather elements to personally greet and encourage students as they enter and leave the school building.</p>			<p>Principal</p>
<p>⌘ Teachers will work closely with students in small groups to provide support for students with diverse learning styles. Intervention and lessons will be tailored to include strategies designed to help ELL's, Special needs and students performing in lowest 1/3 percentile.</p>	<p>All Students</p>	<p>1/ 2016 – 5/2016</p>	<p>Administrators Classroom Teachers AIS and other Service Providers</p>
<p>❖ Parents are invited to visit classrooms to observe instructional programs and to assist with clubs.</p> <p>⌘ Educational workshops will be offered to parents on how to help their children master various mathematical concepts.</p>	<p>All Parents All parents</p>	<p>9/2015 – 6/2016</p>	<p>Administrators Classroom Teachers Data Specialists Testing Coordinator</p>
<p>❖ Students participate in Project Based Learning activities on Enrichment Fridays to instill academic self-confidence in all students.</p> <p>❖ All classes have class presidents to discuss</p>	<p>All students Grades 2-5</p>	<p>9/2015 – 6/2016</p>	<p>Administrators classroom Teachers Parent Coordinator</p>

concerns as a group and then have a conversation with the principal.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
❖ Administrators, Classroom Teachers, Data Specialist, AIS Service Providers											
❖ Scheduled PD time Mondays, Teacher Teams Common prep schedule (1 x per week)											
❖ Looking at students’ work protocol											
❖ Interest surveys for students, parents and teachers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
❖ By January 2016, there will be a 2% decrease in the amount of infractions, from 45 to 40, compared to the same time frame last year.											
Ⓐ By January 2016, there will be a 1% increase in the attendance rate, from 93 to 94, as compared to the same time last year.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
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.	D
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).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>❖ According to the preliminary feedback from the 2014-15 QR , “Strategies are not explicitly mentioned to ensure that Special education students and English language learners are able to access the curriculum.” We have structured professional development opportunities so that teachers of Special Education and English Language Learners have the opportunity to plan together and learn together. Protocols for looking at student work include opportunities for addressing the needs of our subgroups so that data based adjustments to curriculum included multiple entry points. There is a need for ongoing professional learning in this area.</p> <p>⊞ According to the preliminary feedback from the 2014-15 QR , “current assessment practices do not routinely lead to focused decisions about implementation or specific instructional strategies.” Teachers are refining their use of data to plan instruction on an ongoing basis as they administer pre and post assessments for each unit in ELA and Mathematics.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 100% of eligible teachers will be observed, receive actionable feedback, and participate in professional learning on using assessments in instruction. Teacher effectiveness in this area will be evidenced by an increase of teachers rated effective or highly effective on competency 3B.

<p>❖ Create a professional learning plan for the school based on the needs as determined by observations and teacher feedback.</p>	<p>All</p>	<p>6/2016</p>	<p>All Classroom teachers, staff developers, coaches</p>
<p>❖ Teachers participate in Professional learning team meetings where they would discuss best practices, the facilitation of classroom discussions, and looking at students' work.</p>	<p>Teachers</p>	<p>9/2015</p>	
<p>❖ Teachers meet regularly in their teacher teams to analyze and interpret the results from formative and summative assessments. They discuss how to improve their instructional techniques and student outcomes.</p>	<p>All Teachers</p>	<p>6/2016</p>	<p>All Classroom teachers, staff developers, coaches</p>
<p>❖ Teachers meet regularly in their teacher teams to analyze and interpret the results from formative and summative assessments. They discuss how to improve their instructional techniques and student outcomes.</p>	<p>All Teachers</p>	<p>9/2015</p>	
<p>❖ Special Education and English Language Learners meet in professional learning communities in order to explore and implement strategies and Universal Design for Learning in which they plan multiple entry points for all learners.</p>	<p>All Teachers</p>	<p>6/2016</p>	
<p></p>	<p></p>	<p>9/2015</p>	
<p></p>	<p></p>	<p>6/2016</p>	

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<ul style="list-style-type: none"> ❖ ELL committee, along with the TESOL provider will collaborate and work together on strategies to support Ells and students with disabilities. ❖ Special Education and English Language Learners meet in professional learning communities in order to explore and implement strategies and Universal Design for Learning in which they plan multiple entry points for all learners. 	All Students	Quarterly 9/ 2015 6/2016	TESOL, SETSS, IEP Teacher, Administrators, Teachers
<ul style="list-style-type: none"> ❖ Parents are invited to special assemblies, cultural performances and enrichment showcases where students display their projects. ⊞ To increase parental involvement, parents volunteer and share their expertise during 	All Students	10/2015 - 6/ 2016	All teachers, Administrators

(enrichment Fridays) Project Based Clubs. They assist in the classroom and work with students on various projects.			
❖ Implementation of PBIS to help teachers maintain discipline in the entire school not just their classrooms.	All Students	9/ 2015 - 6/ 2016	Parent Coordinator, Administrators, Teachers Cultural Arts Teacher
❖ After-school Arts programs including: Steel pan, band, basketball, track, Boys Scouts.	All Students	9/ 2015 - 6/ 2016	Parent Coordinator, Administrators, Teachers Cultural Arts Teacher
❖ Alignment with school's belief about how children learn best and the school mission to develop students socially as well as academically.	All Students	9/ 2015 - 6/ 2016	Parent Coordinator, Administrators, Teachers Cultural Arts Teacher
❖ Incorporated "Enrichment Fridays" which is Project Based Learning activities which includes African Dance, stepping, robotics, junior robotics, yoga, quilting and crocheting, chorus, drama and Spanish Club.	All Students	9/ 2015 - 6/ 2016	Parent Coordinator, Administrators, Teachers Cultural Arts Teacher
❖ Teachers recognize individual needs and experiences of students, and work together to better understand and support those diverse needs.		9/ 2015 - 6/ 2016	

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.

- ❖ Administrators
- ❖ Classroom Teachers,
- ❖ Parent Coordinator
- ❖ All Service Providers (AIS Service Providers, SETSS Teacher, TESOL Teacher, IEP Teacher)

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

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

Part 5 – Progress Monitoring

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

By February 2016, 50% of teachers will be effective or highly effective on competency 3b.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the preliminary feedback from the 2014-15 QR , we received a rating of developing for “Makes strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products”, however we were cited for evidence based systems to examine and improve individual and school-wide practices in the critical areas that make progress toward mission-critical goals.</p> <p>One of our strengths is our school culture. According to the 2014-15 QR, School leaders and staff model and convey high expectations to each other, as well as to students and parents to reinforce the school’s positive culture. Teachers communicate high expectations for all students and offer detailed feedback.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>In order to increase teacher leadership capacity, we will create a Professional Development Team, made up of administrators, coaches, and teachers. By June 2016 each member of the team will facilitate at least 2 workshops during professional development time and will participate in monthly learning walks in order to monitor the effectiveness of professional learning and make adjustments to the professional learning plan.</p>



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> ❖ A Professional Learning Team, comprised of administrators and staff members from different constituencies, will be developed. ❖ Create a Learning Walk schedule and follow Learning Walk protocols in which the school leaders and Professional Learning Team evaluate the 	<p>Teachers, Parapro- fessionals</p>	<p>9/2015 - 6/2016</p>	<p>Principal, PL Team</p>

<p>effectiveness of professional learning and make adjustments to the plan.</p> <ul style="list-style-type: none"> ❖ Form a hiring committee comprised of teachers and administrators to help interview for vacant positions. ❖ Meet with Teacher teams regularly to discuss students academic progress ⌘ Meet with the SLT to discuss the budgeting of discretionary funds 			
<ul style="list-style-type: none"> ❖ Translate school notices into other languages ❖ Purchase a translation system so non-english speaking parents can attend and understand meetings and workshops ⌘ Invite parents of the students with disabilities, students performing in the lowest third, and ELLs, to workshops to discuss ways to help their child progress 	All parents, with emphasis on parents of ELLs, SWDs, and lowest third.	9/2015- 6/2016	Principal, Assistant Principal, Parent Coordinator, Teachers
<ul style="list-style-type: none"> ❖ Have open dialogue with parents at PTA meetings to hear their wants, needs, and concerns ⌘ “Sip and Chat” meetings with the principal 	All Students	9/2015- 6/2016	Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Principal, Classroom Teachers, Professional Development Team, Network Personnel, Parent Coordinator, Parents</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>❖ By January 2016, all members of the PD team would have facilitated at least one workshop.</p>
<p>Ⓒ By February 2016, all members of the PD team would have participated in 2 Learning Walks</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	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.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Areas for improvement are to communicate with parents the purpose of reading levels and ways their child can make progress. The goal is for parents to understand their child’s strengths and weaknesses in the areas of reading, writing and math and provide them with supports they can use at home		

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, a minimum of 50% of parents are using Jupiter to remain informed about their children's progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> ❖ Provide parents with instructional workshops <ul style="list-style-type: none"> ➤ ELA and Math parent workshops focused on strategies for parents to help their children excel. ➤ JHS informational workshops ➤ Title 1 Parent Informational workshops ➤ Parent Surveys 	<p>All Parents</p>	<p>9/2015 6/2016</p>	<p>Administrators Coaches, Teachers Parent Coordinator</p>

<p>❖ Students enroll and participate in activities that promote and inspire them to work towards achieving a College degree (Readiness/Preparation)</p> <p>➤ Partnership with Medgar Evers College (Pipeline Initiative) Scheduled College Campus visitations for Grade 5 students. Students participate in activities at the college.</p> <p>➤ Partnership with Phi Beta Sigma Fraternity Adopt a School. Fraternity members facilitate Sigma read-aloud, Career Day activities and Oratorical Competitions.</p> <p>➤ Partnership with Junior Achievement High School Heroes. HS students from Prospect Height conduct ELA and Math workshops with students focused around the community.</p>	<p>All students</p>		
<p>❖ Provide parents with resources</p> <p>➤ Title 1 Parent Informational workshops</p> <p>➤ Sending correspondences in various languages</p> <p>➤ Classroom updates via School website - www.ps161.org</p> <p>➤ Measurable progress reports are sent to parents</p> <p>➤ Weekly Parent outreach</p>	<p>Parents of special needs students in Pre K-5.</p>	<p>9/2015-6/2016</p>	<p>Parent Coordinator Computer Tech Administrators</p>
<p>❖ We will increase parental involvement by engaging them in the following:</p>	<p>All Students</p>	<p>9/2015-6/2016</p>	<p>Administrators, Parent Association</p>

<ul style="list-style-type: none"> ➤ Parent Workshops ➤ Parent Nutrition/Cookshop Program ➤ Parent Engagement Forum ➤ Family Movie night ➤ Parent Teacher Conferences ➤ Student Performances ➤ Special Assemblies (honor roll, spirit day, holiday) ➤ School Trips ➤ Parent Volunteers (Lunchroom, Picture day, Fall Frolic, Peaceful Playground, Enrichment Fridays) ➤ School leadership meeting ➤ Enrichment Showcases ➤ Fundraisers ➤ Family Literacy Fun Night, Parent Health Fair ➤ International Day ❖ The following modes of communication will be employed: ➤ School Monthly calendar to keep parents informed of school and community wide activities 	<p>All students</p>		<p>Parent Coordinator</p> <p>All Teachers</p>
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<ul style="list-style-type: none"> ➤ School website - www.ps161.org ➤ School App and Push notifications ➤ School Messaging System ➤ Mid-marking periods progress report ➤ School Marquis ➤ School notices ➤ Email and texts (through a PTA database)Pre-K -5 ➤ Aris parent link ➤ EngageNY website as a resource ➤ Think Central website for students as an additional resources 			
<ul style="list-style-type: none"> ❖ Parents and Teachers collaborating on shared decision making via: <ul style="list-style-type: none"> ➤ SLT ➤ PTC and parent meetings ➤ Parent Engagement Tuesdays communicate with parents on a regular basis ⊞ Trust is established and maintained during the Principal’s “Sit and Chat” meetings. Communication and collaboration with parents is increased. Families get to share and discuss issues and solutions. 	All Students	9/2015-6/2016	Administrators UFT Chapter Leader Parent Association President

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.

- ❖ Administrators
- ❖ Teachers
- ❖ Parent Coordinator, PTA President
- ❖ Parents, Coaches
- ❖ Service Providers
- ❖ Computer Tech Teacher
- ❖ Surveys

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

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	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.

- ❖ By February 2016, 25% of our parents will have created an account with Jupiter as evidenced by user reports.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F&P, NYS performance level, Teacher recommendation, Assessment results from BOY, Computer Adaptive Assessments informal and formal assessments	<ul style="list-style-type: none"> ⊞ Imagine Learning ⊞ Rally-Understanding Complex Text ⊞ Ready-Curriculum Associates 	Independently on Computer Small group instruction Small group	During the school day During the school day After School -2 hours 2 days a week AIS Services -1 period 3x a week,
Mathematics	Beginning of the year assessments Go Math assessment results, NYS performance level, Teacher recommendation Mathematics Inventory	<ul style="list-style-type: none"> ❖ Finish Line ❖ Ready 	Small group instruction Small group instruction	AIS - During the school day After school programs
Science	Teacher recommendation Informal and formative assessments Teacher observations, logs, and student's work	The Science Teacher has small group instruction during the science period to support the science instruction period. Students document their work in their science note books. These students are provided with more hands on instruction to scaffold their learning. Science is infused during the literacy block so that instruction can be more cohesive.	Small groups instruction inside the classroom during instruction. In some cases one to one After school program	During the school day After school program

Social Studies		During the Social Studies period, teachers have small group instruction to target and support social studies content. Websites are available for teachers to reinforce map and other skills. Social Studies will be interwoven in other content areas and taught by classroom teachers.	During the Social Studies period, teachers have small group instruction to target and support social studies content. Websites are available for teachers to reinforce map and other skills. Social Studies will be interwoven in other content areas and taught by classroom teachers.	During the School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation, incident reports, behavior anecdotes and logs IEP's	At risk counseling At risk Occupational Therapy	Small group instruction One to one sessions	During the school day, separate location

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers receive professional development training in areas of effective techniques for developing higher order thinking skills. Teachers also utilize UDL to ensure that students have various entry points to each lesson. Instruction is clear, well structured and encourages students to build and apply knowledge.
Coherent progressions are created within the standards from grade to grade so student knowledge and skills build on previous learning.

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).
Ongoing professional learning is conducted by a collaboration of the professional learning team as well as representatives of DOE affiliated organizations such as Ready Gen (Pearson) and Houghton Mifflin.
Network personnel also support the professional learning in the building. Professional learning will be differentiated based on observation data and teacher need. The instructional focus will be using data to plan instruction and guided reading groups to meet the needs of all learners.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- ❖ School form committee- Pre-K teacher, IEP coordinator, Guidance counselor and the parent coordinator.
 - ❖ Members develop a timeline for activities, which includes timeline and support.
 - ❖ Beginning January, provide ongoing meetings for parents to discuss student readiness for kindergarten and how parents can help in the transition process; introduce kindergarten curriculum and standards to parents; provide families with home-learning activities and have a parent orientation in June, where parents will meet with kindergarten teachers. Kindergarten teachers will discuss curriculum content, expectation of students and parents and provide parents with a list of summer activities and list of school materials needed for Kindergarten students.
 - ❖ Assess students, determine need and put plans in place for intervention if needed. School creates a cadre of support /list of services available
 - ❖ Have kindergarten activities incorporated from pre-kindergarten.
 - ❖ Have kindergarten support staff visit with pre-K students
 - ❖ In the fall, have the parent coordinator serve as a bridge for families and as a resource to the kindergarten teachers.
- ☞ In the Fall have 'meet the teacher' where new kindergarten parents can have an insight of expectation for the new school year.

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.

- ❖ MOSL Committee members comprised of 8 staff members reviewed and selected the assessments for the school year. This information was discussed with staff members at the September faculty conference. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher's evaluation. All staff members are mandated to have data binders and individual conferences are planned in December for staff. At these conferences, baseline data will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met
 - ❖ Teachers meet regularly to discuss how to improve their instructional techniques and student outcomes.
 - ❖ Teachers collaborate on each grade level to ensure the appropriate assessments are given to improve student data.
- ☞ Via professional development, teachers are guided in assessing student data.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	446,738.00	X	5a, 5b, 5c, 5d, 5e
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal		X	5a, 5b, 5c
Title II, Part A	Federal	137,818.00	X	5a
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,000,798.00	X	5a, 5b, 5c, 5d, 5e

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 161**, 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 161** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

P.S. 161 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 17	Borough Brooklyn	School Number 161
School Name The Crown School		

B. Language Allocation Policy Team Composition

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

Principal Michael Johnson	Assistant Principal Juanita Brown
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor M. Weir
Teacher/Subject Area ELA/Math	Parent Tion Loney
Teacher/Subject Area N/A	Parent Coordinator Ms. Arthur
Related-Service Provider L.Boston	Borough Field Support Center Staff Member N/A
Superintendent	Other (Name and Title) N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	394	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14					1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

ELLs are provided with various formal and informal assessments to assess the early literacy skills of our Ells. It is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ELLs' teachers, interim assessment testing, initial NYSITELL, yearly NYSESLAT administration. All ELLs, other than those here for less than a year, are now required to take the ELA exam. Some ELLs must take all other content area state mandated exams: Math, Science. The data provides information about ELLs' English proficiency levels. Most of the ELLs are beginners -entering. Some of them are low intermediate level -emerging. Only a few are advanced level -expanding. This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ELLs' needs. We design our school instructional plan that helps ELLs to develop word reading and spelling skills in context. We design phonemic and phonics instructions to help ELLs to promote their phonemic awareness and develop phonic skills. Our school collaborative teaching team program is offered specifically to ELLs. With team teaching support the ELLs become more literate and their English language proficiency levels are improved.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

There is NYSITELL test for new admits in our school. Most of new admits are beginners who do not speak English. There was NYSESLAT test in 2015 in our school. We have 6 Beginning levels (Entering), 4 Low Intermediate level s (Emerging), 4 High Intermediate levels (Transitioning), 1 Advanced Levels (Expanding levels), and 2 Proficient levels (Commanding). The NYSESLAT proficiency results provide information that the data patterns prove that after learning English for one, two , or more years the ELLs in our school have greatly improved English language proficiency. The information about ELLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the NYSITELL and NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses information about Annual Measurable Achievement Objectives (MAMO) to ensure that annual increases in the number or percentage of ELLs making progress in learning English, annual increases in the number or percentage of ELLs attaining English language proficiency, and Adequate Yearly Progress (AYP) in English language arts and mathematics for ELLs under Tile 1.

The data above reveals that the ELLs in our school have attained English language proficiency not only in NYSESLAT, but Academic language proficiency in content areas (3 ELLs have level 2 for NYS Math and 1 has level 4 for NYS Science).

The data above reveals that our school needs to use this data to make informed decisions that lead to higher academic achievement for ELLs. our school will offer high quality professional development to schoolteachers on effective, Common Core - aligned instructional practices that adress the academic and linguistic needs of ELLs, and our school needs enhance and provide family engagement activities to increase parent involvement within our school.

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 patterns across proficiency and grades are the following: speaking and Listening are good, reading is better, and writing is poor. The conversational proficiency is better than the academic proficiency. Most of ELLs in our school speak their native languages, but they can not read or write their native languages. So ELLs are faring in tests in English as compared to the native language.

b. The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day. We provide the beginners (entering) with developing foundational skills. We provide the intermediate (emerging and transition) and advanced level(expanding) ELLs with developing academic proficiency skills. Within the school day, ELLs get ELL services in small group settings to bolter literacy.

c. The school learning about ELLs from the Periodic Assessment is that limited-formal schooling ELLs and long term English learners appear to have conversational proficiency but lack academic proficiency. There is a need for social and academic language development in both the native language and English through experiences that develop language skills.

The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native languages, that information is crucial because native language literacy and content knowledge are strong predictors of academic success in English.

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*.]

RtI is an instructional model that aims at prevention and early intervention through a tired system of instructional support. RtI model holds significant promise for better serving ELLs who are at-risk for academic difficulties. We use Strong Core Instruction for ELLs-Tier 1 to make the instruction focus on promoting language and literacy development. In our school, only once a rigorous, effective instructional core is in place-one that targets the student population's needs on a daily basis as part of a long-term plan, we begin to build interventions that will serve truly supplemental and supportive instruction. We use instructional strategies that support differentiated, Tier 1 instruction to promote ELLs' literacy development. We assess and evaluate some ELLs for special education - Tiers 2 and 3. The ELL teacher focuses to develop a profile that includes information about the student's strengths as well as areas needs.

Data

A data management system has been established in the school building that houses ELLs' performance data electronically. Data are used to determine the effectiveness of RtI by examining the following kinds of data over time: A. Number of ELLs meeting benchmark per grade level per year B. number of ELLs receiving Tier 2 & Tier 3 interventions by grade by year C. number of ELLs referred to special education by grade per year D. Movement of ELLs across tiers over time. ELLs level efficacy data are used to make improvements to the school's overall RtI process. RtI is principally featured or embedded within my school's improvement plan. My school has an implementation plan that will guide the RtI process over the next 3-5 years. A specific RtI model has been adopted in my school which specifies the number of tiers , types of interventions at each tier, screening, and progress-monitoring. My building has a detailed plan for evaluating the effectiveness of the overall RtI implementation. The plan includes who will be conducting the evaluation and what types data need to be collected.

Tiered Intervention

Tier 1 – Instruction in ELLs Classroom

The ELL reading program addresses the 5 pillars of reading : Phonemic awareness, decoding/phonics word recognition, fluency, vocabulary, and comprehension. The ELL reading program is aligned to NYS ELA standards and grade level, meets The ELLs' needs, and reflects research-based instruction that is systematic and explicit. The reading is established and routinely implemented. The ELLs' teacher differentiate reading instruction based on the abilities and needs of ELLs in our school. The ELL reading instruction is provided during an uninterrupted 90 minute block per day.

Tier 2 – Instruction in ELLs Classroom

A menu of research-based instruction interventions is available in the school for the purposes of matching to ELLs' needs. Additional or supplemental instructional time (At least 20-30 minutes per session, 3-4 times per week) is offered in addition to the

90 minutes provided in ELL reading instruction. Checks for fidelity of implementation of intervention are conducted on a regular basis. Data from progress monitoring assessments are used to evaluate whether the ELLs is responding the intervention in this tier. Interventions are implemented on a consistent basis at a level that is specified by program. Interventions provided at Tier 2 are research-based and implemented by the ELLs' teacher who is knowledgeable about the ELLs' needs and trained in the needed area of instruction. Interventions are matched to ELLs' needs. Tier 2 interventions are delivered in small group formats (no more than 5 or 6 ELLs per group); groups are homogenous. Tier 2 interventions are provided as soon as ELLs at-risk status is determined. ELL instruction in Tier 2 is consistent with core instruction in terms of vocabulary and strategies.

Tier 3 – Instruction in ELLs Classroom

Additional or supplemental instructional time (at least 60 minutes per session, 5 times per week) is offered I addition to the 90 minutes provides in reading instruction. Interventions are matched to ELLs' needs. Intervention is delivered in smaller grouping format than Tier 2 (1:1 or 2:2). Checks for fidelity of implementation of intervention are conducted on a regular basis. Data from progress monitoring assessments are used to evaluate whether the ELLs is responding to intervention delivered in this tier. Interventions are implemented on a consistent basis at a level that is specified by program. Interventions provided at Tier 3 are researched-bases and implemented by ELLs teacher who is knowledgeable about the ELLs' needs and trained in the needed area of instruction.

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

In our school, English is our ESLs' second language. The ESL program offered at our school is aligned with parent requests The core literacy instruction builds on and expands ELLs' existing oral language competencies to support literacy- learning and content knowledge. We help our ELLs acquire the academic writing skills they need in the content area. Quality writing instruction during the classroom literacy core is sustained and extended, so that it is continually linked to oral language and reading instruction. We develop word reading and spelling skills in context. We design phonemic awareness and phonics instructions for ELLs to promote ELLs' phonemic awareness and develop phonics skills. We provide instruction that enhances ESLs' reading comprehension through building background knowledge, highlighting key vocabulary, and interacting socially to make meaning. ELLs' home and community literacy practices and funds knowledge are valued as recourses for literacy learning in our school. Knowledge of what literacy-related skills and experiences ELLs have in their home language allows the ELLs' teacher to build on ELLs' strengths and needs, promote metalinguistic awareness, and encourage this type of language and knowledge bootstrapping.

There are five stages of second language acquisition:

Stage 1 Preproduction: No English is spoken. Stage 2 Early production: ELLS speak one or two answers. Stage 3 Speech Emergence: ELLs speak phrases or short sentences. Stage 4 Intermediate Fluency: ELLS speak long sentences to express themselves. Stage 5 Advanced Fluency: ELLs can use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences. ELLs who belong to Stages 1, 2, and 3 need to master Foundational Skills to approach and meet standards in listening, speaking, reading, and writing for information and understanding, literary, response, expression, enjoyment, and classroom and social interaction.

The ELLs' teacher will use different strategies to teach ELLs Foundational Skills:

Print concepts: In order to help ELLs demonstrate and understand the basic feature of print the ELLs' teacher explores the conventions of print through a variety of reading and writing activities.

Phonological awareness: In order to help ELLs demonstrate understanding of spoken words, syllables, and sounds the ELLs' teacher explores the sounds, syllables, and rhymes through oral and tactual activities.

Phonics and Word Recognition: In order to help ELLs apply Grade-Level phonics and word analysis skills I decoding words he ELLs' teacher teaches ELLs to identify what word make sense in context as well as carefully focus on and learn to spell the beginning sounds of words.

Fluency: In order to help ELLs to read Grade-level texts with accuracy and sufficient fluency to support comprehension the ELLs' teacher provides frequent opportunities to practice what they see and hear by rereading aloud passages both individually and chorally.

ELLs who are on the stages of language acquisition-intermediate fluency and advanced fluency need to exceed standards in analyzing information related to academic content area, presenting information clearly in oral and graphic forms, and understanding conventions of American English. Also, they need to exceed standards in listening, speaking, reading, and writing in English for critical analysis and evaluation.

The ELLs' teacher uses guided reading, closed reading and shared reading supports for vocabulary development, reading fluency, and reading comprehension. The ELLs' teacher uses explicitly combining language and content objectives in everyday teaching to assist the ELLs in meeting high academic in language Arts. The ELLs' teacher scaffolds the teaching and learning experience for successful learning of ELLs. The ELLs' teacher facilitates the learning with carefully designed activities to help ELLs build higher levels of thinking and participation. The ELLs' teacher uses input and modeling to provide instruction, uses interactive questioning and discussion techniques to check understanding, and providing opportunities for ELLs to learn self-reliance and develop independence by having ELLs practice on their own. The ELLs' teacher encourages Ells to use graphic forms to establish categories of a subject or a topic. Ensures that ELLs understand the critical features that define a particular concept and distinguish it from other concepts, and providing a multiple approach process for thinking, teaching, and learning concepts in content area learning.

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

The success of ELL program for ELLs is that ELLs both conversational proficiency and academic proficiency are greatly improved. English language academic program, ELLs need to gain knowledge and experience in areas that are likely to lead to academic success.

In order to succeed in ELL program, using versions of the language experience approach, we begin where each ELLs is. By involving ESLs in a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance are provided through a workshop approach to writing in which the ELLs can take full advantage of the classroom community they and the teacher have established.

Evaluating the Success in ELL Program for ELLs

1. Reading

ELLs are actively engaged with complex texts to build knowledge across the curriculum. ELLs can read and comprehend both literary and informational texts. ELLs need to know not only the grammatical features of a text and its vocabulary demands, but also elements such as the multiple levels of meaning embedded in a text, the explicitness with which the author's purpose is stated, the typicality of genre conventions, and the extent to which the text employs figurative language. ELLs face challenges while trying to comprehend content. To meet this challenge, ELL readers draw on a literacy skills in their first language, reading comprehension strategies, background knowledge related to the target reading, and interest and motivation.

ELLs are meaningfully engaged in reading personal essays, speeches, opinion pieces, biographies, memoirs, etc. ELLs are able to respond with comprehensible input to stories, literature, drama, poetry, etc. ELLs develop vocabulary lists pertaining to grade level content terminology.

ELLs are able to understand text by using pre-reading, during reading, and after reading strategies. ELLs are able to summarize, asking and answering questions, declaring, and predicting. ELLs are able to develop habits for making arguments as evidence through the text, both in speaking, as well as in writing.

2. Writing

ELLs are able to write in order to persuade, explain, and convey experience. The beginners are able to write opinions. We evaluate the success in

ELL Program for ELLs in writing by writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, writing narratives to develop real or imagined experience or events using effective technique, well-chosen details, and well-structured event sequences, producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. They are able to develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. They are able to use technology, including the internet, to produce and publish writing and to interact and collaborate with others. They are able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. They are able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. They are able to draw evidence from literary or informational texts to support analysis, reflection, and research. (Begin in Grade 4)

3. Speaking and Listening

ELLs are able to listen critically and participate actively in cooperative tasks. ELLs are required to build upon others' ideas, articulate their own

ideas, and confirm their understanding through informal, collaborative group interactions as well as formal presentations that integrate information from oral, visual, quantitative, and media sources for different audiences, tasks, purposes, and disciplines. Also, ELLs can interpret, explain how it contributes to target topics, texts, and issues, and present claims and findings by sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

7. For dual language programs, answer the following:

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

N/A

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

It is written in number 8.

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

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

We identify new admit to a New York State school in Grades K to 12 and student who has not been in NYS public school for 2 or more years. The process is done within 10 days (ELL Status, Determination, Entitlement/Non - Entitlement Letters to Parent, Parent Orientation, Placement).

- 1) Administer the Home Language Identification Survey (HLIS)
- 2) Analyze the HLIS
- 3) Conduct an informal interview in the student’s in English and in the parent’s preferred language of communication
- 4) Determine the student’s eligibility for the New York state Identification Test for English Language Learners (NYSITELL)
- 5) Administer the NYSITELL exam (if the student is eligible for NYSITELL TEST and students with IEP who are deemed eligible by the LPT teams)
- 6) Scan the NYSITELL
- 7) Review the NYSITELL (A student who scores at Entering , Emerging, Transitioning, or Expanding is an ELL. A student who scores at Commanding Level is not an ELL.)
- 8) If the student is a Spanish speaking ELL, administer the Spanish LAB
- 9) Spanish LAB is administered to Spanish speaking newly identified

Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language. For all admits, eligibility for NYSITELL testing, done only once during the student’s school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).

1a.

We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.

The interview along with the HLIS are completed with parents using the parents’ native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit. One of the pedagogues trained in the intake process determines the students’ home language based on the assessment of the HLIS and interview. Once the student’s home language is determined to the language other than English, the student is NYSITELL-RED by an ELL teacher. Students who scored below the NYSITELL out-off scores are entitled for ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish LAB. The parents of all entitled students are invited to a parent orientation. The entire process is completed within the first 10 days of student enrolment. All entitled students are assessed with the NYSELAT in the spring.

1b.

The languages are spoken by the ESL teacher Yi Jun Han are English and Chinese. The languages are spoken by the Related Service Provider Ms. Cordova are English and Spanish. The ESL teacher Yi Jun Han is a certified ESL teacher. Ms. Cordova is a certified Special Education teacher. The certified teacher Ms. Cordova is administering HLIS and LAB. The certified teacher Yi Jun Han is administering (NYSITELL).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We identify SIFE students by the following:

Students who

- 1) are newly identified ELLs in grades 3 to 9
- 2) have attended schools in the United States for less than twelve months and
- 3) upon initial enrollment perform at or more years below grade level in literacy in their home language and in mathematics
- 4) score at the entering/emerging level of proficiency on the NYSITELL

Determination of SIFE Status

Timing: SIFE Determination to be done within 12 months of enrollment

NYC requires that an initial determination is done within 30 days of enrollment; it must be indicated in the BNDC screen

This determination cannot be modified after 12 months of initial enrollment

Removal of SIFE status -

Upon scoring at Transition level on the NYSESLAT

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

Identification of ELLs / Students With Disabilities (SWDs)

1) School forms a Language Proficiency Team (LPT)

2) Composition:

a. School/district administrator

b. Certified teacher/related service provider with bilingual extension and/or ENLteacher

c. Director of Special Educatin

d. The student's parent or guardian

Role: To determine SWDs language acquisition needs.

We determine NYSITELL Eligibility for students entering with an IEP.

1) Student has an IEP and Home Language is other than English.

2) The Language proficiency team (LEP) is formed and reviews evidence of the student's English language development.

3) LPT recommends the student take the NYSITELL.

4) IPTrecommends the student not take NYSITELL.

5) IPT's recommendationis sent to the principal for review.

6) Upon review, principal determines the student should take the NYSITELL.

7) Upon review, principal determines the student should not take theNYSITELL.

8) Student takes the NYSITELL to determine ELL status. ELL identification Process continues as as with all students.

9) Principal's determinationis sent to the suprintendent or designee for review. Parent or guardian is nitified within 3 days of the decision.

10) Upon review, suprintendent or designee determines the student should take the NYSITELL.

11) Upon review, suprintendent or designee determine the student should not take the NYSITELL. Parent is notified. ELL Identification Process terminates

Students takes theNYSITELL to determine ELL status. ELL identification Process continues with all students.

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.

A student who scores at Entering, Emerging, Transitioning Or Expanding is entitled (an ELL).

Astudent who scores at Commanding Level is not Entitled (not an ELL).

Parent notification letters are distributed within five school days after the NYSISTELL is scanned and scoreis determined.

Parents of ELLs and non-ELLs are notified in the languages they understand entitlement and non-entitlement letters.

If parents of ELLs have any questions about the entitlement, we make appointments with them and explain to them face to face.

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).

Parents are informed in the languages they understand that they have the right to appeal ELL status within 45 days of enrollment through Re - Identification Process. ELPC screen is completed within 20 days of enrollment. ELL Re - Identification - Appeal may be requested within 45 days from the day of enrollment.

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.

Our school's written translation and oral interpretation are used to ensure that the parents understand all three Program choices (Transitional Bilingual , Dual Language, and Freestanding ENL). All parents are provided with appropriate and timely information they understand. The written translation needs of the school are provided. They are Home Languge Surveys, Parent Survey, and Program Selection Form, Translated Parent Notices from our school. The oral interpretation needs are provided. They are oral interpretation at the orientation session of the parents of newly arrived bilingual students, oral interpretation at interviewing parents when principal, guidance counselors, and teachers have a conference with parents, use of translators to make phone calls to parents when it is necessary.

During the parent orientation, the video is presented to parents informingthem of the three program choices available in NYC public schools.This session is conducted by the ESL teacher along with an assisting staff comprised of the family worker and the parent coordinator.Thia team assist with translation and interpretation. A copy of the NYC guides for parents of ELLs describingthe three programs is handed to parents at the orientation in their native language.

We will give the Parent Survey and Program Selection forms to all participants to make inform decision about the preferred program for their children.The school informs parents of the requirements for TBE program formation that is a minimum of 15 students

in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program. The school informs parents of sites within the district where bilingual programs are offered. Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school's ESL program. Students are then placed in their parents' preferred program within their first 10 days of enrollment.

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

Parents of ELLs are notified in the languages they understand of Parent Survey and Program Selection forms, and entitlement letters. All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices. To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff. At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As it is described in the above, if the Parent Survey and Program Selection forms have not been completed and returned, written translation and oral interpretation services are provided to facilitate meaningful communication through either making an appointment with parents or making telephone call to help them to complete and return the forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Performance levels on the NYSITELL determine ELLs' entitlement. The new admits who are entitled are tested with NYSITELL AND /OR Spanish and placed in ENL program at our school. Placement letters in different languages they understand are distributed to the parents. Honoring parent choice is provided. Parent choice is based on 3 programs available in NYC: TBE, DL, and ENL. Written translation and interpretation services are provided.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All of these ELLs' documentation forms are maintained and locked in the cabinets in the school main office or in ESL room. We update the ELPC screen in ATS within 20 days to record ENL program parent choice for all new admits in Grades K - 5 with home language other than English.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is designed to annually assess the English proficiency of all English language learners enrolled in Grades K - 12 in New York State schools. The test will feature greater emphasis on academic and classroom contexts and new items that address the common Core shift to reading for information. Changes have been made to the procedures for scoring the Speaking and Writing subtests. All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, must be provided and read a copy of the entire manual. The administrators must obtain answer sheets and scanning services from New York City scanning center. The answer sheets will be used to record student responses for all questions in the listening and reading subtests and multiple-choice questions in the writing subtest. For the writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions. The administrators must pay attention to receive the test materials on time and remember the Administration Schedule. The Speaking subtest must be administered to students individually at a location separate from other students. The listening, Reading, and Writing subtests must be administered to groups of students. All ELLs with disabilities identified by the Committee on Special Education must participate in the NYSESLAT. The administrators determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their IEP. In general, students with disabilities must be provided with the testing accommodations specified in their IEP or 504 Plans when taking these tests. The person responsible for administering the NYSESLAT must have special training in administering the NYSESLAT. Inform ELLs about the NYSESLAT a few days before its administration. ESLs are told about that the test is designed to show how well they can listen to, read, write, and speak the English language. Announcements are made in such a way as to increase the students' interest in the test and at the same time not cause to become overly concerned. Explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answer. Parents / guardians are also informed of the dates of the testing and the purpose of the test and notified of the prohibition all phones and other devices during testing. They encourage their students to do their best and ensure that their students are rested on the dates of testing. The administrators should prepare the answer sheets and the testing room before the days that the NYSESLAT is to be administered. Prior to the start of each session of the NYSESLAT, test administrators must provide the directions to students. The administrators plan to administer the test at a later date to all students who are absent when the test is initially given. All of the student responses to the constructed questions are to be by committees of teachers.

Steps taken to ensure all ELLs receive the NYSESLAT annually

We will administer the NYSESLAT to all ELLs in our school regardless of physical location of the student, classification as disabled,

or number of years of service, until proficiency is attained as reflected in the score on NYSESLAT. The ESL teacher Yi Jun Han who will be administering these tests will become familiar with the directions in the manual. The school will schedule an orientation session to allow the test administrator with training in the administration and scoring of the test. Before the days that the NYSESLAT is to be administered, we will prepare answer sheets for each student taking the test. We will prepare the testing rooms. We will plan to administer at a later date to all ELLs who are absent when the test is initially given.

Orientation of ELLs

We will inform the ELLs about the NYSESLAT a few days before its administration. We will tell the ELLs that the test is designed to show how well they can listen to, read, write, and speak the English language. We will make announcement in such a way to increase the ELLs' interest in the test and at the same time not cause them to become overly concerned. We will explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

Notification of Parents

We will inform the parents /guardians of the dates of the testing and the purpose of the test. We will ask them to encourage their children to do their best to ensure that their children are well rested on the dates of testing. We inform them that the NYSESLAT parents' Guide can be found

at <http://www.p12.nysed.gov/osa/nyseslat>.

Names and Titles of Pedagogues

The certified ELL teacher Yi Jun Han will administer the NYSESLAT. ATS reports will be used to determine NYSESLAT eligibility.

Procedures for ensuring four components of NYSESLAT

The speaking subtest must be administered to our ELLs individually at a location that is separated from other students by a certified reading teacher. The Listening, Reading, and Writing subtests must be administered to groups of ELLs. The make-up test dates are any dates that remain in the primary administration period. Our ELLs with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan). Our ELLs with disabilities must be provided with accommodations authorized by the IEP or 504 Plan, with two exceptions: The Reading subtest may not be read to any ELLs. For the writing subtest, our ELLs may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. The school must supply CD players for administering the listening subtest to ELLs in Grades 3 and above.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Those students who have taken the NYSESLAT in Spring, 2015 and scored on Entering, Emerging, Transitioning, and Expanding Levels continue participating in ESL instructional program. Continued entitlement letters in languages parents understand are distributed. The continued entitlement letter records are maintained and locked in the cabinets in ESL room.
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 in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language. They want immersion in the new language -English along with support of ESL service which they feel helps their children learn English faster. The minority of native Spanish speaking parents request bilingual and/or Dual language. Parents who are native speakers of other language predominantly select ESL. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer proportions.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. The organizational model is that our school provides ELL service to our ELLs through pull-out and push-in program.
 - b. The program model is Ungraded (All students regardless of grade are in classes).
 - c. The ELLs are grouped homogeneously or heterogeneously as the situation demands.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
 - a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning - Entering) and I (low Intermediate - Emerging) level students receive 2 units (360 minutes) of ESL per week. Our A (Transitioning and Expanding) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week. On Professional Development Day there is workshop for our staff in which ESL instructional minutes delivered in ESL program are emphasized.
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.

a. Content Areas Instruction

ELLs require the lesson plans explicitly state content learning objectives and language objectives. Best practices for ELLs include an integrated approach so that learning is focused on achievement. Content learning objectives are defined as the essential intended knowledge of the discipline. These are typically characterized by fact, concepts, and/or skills. They are generated from several content sources. A content objective is a description of an observable student behavior or performance that is used to make a judgment about student learning. A content objective states explicitly what students know and/or will be to do at the end of the lesson. The ELL teacher develops content objective directly from the CCSS. Language learning objectives are lesson objectives that specifically designed to promote students' language development through all four domains: reading , writing, speaking and listening. The ESL teacher designs language objectives that focus on differentiation and effectively consider the level of English proficiency of the ELLs (i.e., beginner, intermediate or advanced). The ELL teacher understands that language skill development is developed from CCSS and executed with appropriate second language acquisition strategies in reading, writing, listening and speaking. Language objectives must explicitly focus on vocabulary, language form and function, grammar and syntax, as well as literacy skills.

The ELL teacher plans for the development of both social and academic language skills. The ELL teacher also demonstrates knowledge about current scientifically based research in the fields of ELL and Cognitive Theory. The ELL teacher Provides academic intervention for ELLs who have the English language deficiency, or low academic proficiency. The ELL teacher differentiates ESL instructions to align with ELLs' prior knowledge and their needs. The ELL teacher develops English language and cognitive skills through content topics and themes. Content area instructions are designed to mediate the ELLs' learning of various proficiency classifications: new comers, long-term ELL beginners, intermediate and advanced proficiency levels. The ELL teacher's lesson plans are aligned to meet NYC and NYS ELL Standards which there is differentiation for the needs of ELLs in our school. Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards. Instruction of our ELLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving, critical thinking, and vocabulary development in the content area.

b. Alignment of the ELL standards with the ELA standards

English language instruction is aligned to ELL standards and ELA standards. The ELL teacher scaffolds instruction to support ELLs' participation in content area learning. The ELL teacher uses visual and/or manipulative to promote ELLs' understanding of the main academic content. The ELL teacher models the use of the English language in ways in which the ELLs are expected to participate. During the instruction, the ELL teacher uses the cultures of the ELLs to connect prior knowledge with new language. Teaching materials include a wide range of print, visual, and digital resources designed for the ELLs' English language and academic language proficiency. English language functions and structure are taught within the content of lessons.

c. Methods and ELA standards Strategies

The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise

knowing and implementing ELA and ELL standards, promote social interaction among all ELLs. The strategies employed by ELL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development. These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.

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

We ensure that ELLs are appropriately evaluated in their native language by LAB Spanish test. The Spanish LAB is only administered to new entrants who speak Spanish as their first language, and became entitled to ELL services via the LAB-R; ELLS have the option of taking the math and science state exams in translated versions.

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

One way to manage such language assessment and make evaluation an integral part of the classroom environment is to use portfolios to gather ELLs' work, performance checklists, and other data. Portfolios are individual collections of representative student work compiled over time. Portfolios may contain exemplary pieces of work and work in progress. Portfolios may also contain the teacher's observations and student self evaluations. They may contain performance checklists in all skill areas, preparation notes for writing and discussion (graphic organizers, brainstorming devices, and the like), materials that the student has read , summaries, illustrations, conferencing forms, Writing samples of various kinds, reading logs, performance logs, error analyses, oral production samples, journal entries, anecdotal notes based on teacher observation, student learning journals, questionnaires, videotaped performances, and so forth. Portfolios may be used in the classroom for the same three purposes of testing: placement, replacement, assuming that the students have already been placed initially; diagnosis; and informally measuring achievement. As assessment instruments, portfolios can be instructive as well as evaluative, and they allow students , teachers, administrators, and parents to see the progress that has been made over time.

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. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 + years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficiency).

a. Instructional plan for SIFE

The ELL teacher provides SIFE ELLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school. The ELL teacher must help them build self-confidence and pride in themselves, their culture, and their language. The ELL teacher enriches the linguistic context for SIFE ELLs by using pictures, gestures, intonation, and other nonlinguistic cues. The ELL teacher enriches the context by drawing on students' interests and background knowledge. The ELL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities,

visuals and regalia including the following:

- 1) Manipulative, miniature objects, regalia.
- 2) Visual (photos, pictures and drawings)
- 3) Facial expression and pantomime
- 4) Clear expression and articulation
- 5) Short, simple sentences
- 6) Eye contact with students
- 7) High-frequency vocabulary
- 8) More description through synonyms
- 9) Prior content introduction (preview)
- 10) Reduction of idiomatic expressions

In order to accelerate the content-area learning for ELLs who have had an interruption in formal education our ELL program runs at

extended time in the morning. In order to enhance literacy development for our SIFE students, ELL strategies and/or native language

instruction are utilized, So that their academic performance improves. The ELL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning. The ELL teacher modifies ELL teaching plans and makes curricular adaptations to teach SIFE students. The ELL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.

b. Describe your plan for ELLs who have been in our schools less than three years

The ELL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ELLs' English language skills. The ELL teacher meets with math teachers and literacy teachers on a regular basis to review ELLs' work as well as to plan the next phase of ELL instruction. The ELL teacher designs learning activities that actively engage ELLs in ELL learning activities that build critical thinking skills. The ELLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.

c. Describe your plan for ELLs receiving service 4 to 6 years

ELA and ELL teachers collaborate on lesson-planning and instruction that are designed to amplify ELLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam. Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions. Recognizing the importance and effectiveness of instruction through technology, the advanced ELLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA. The math instruction is delivered by a math teacher and an ELL teacher at the Block Time. ELLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ELLs who are now required to take the standardized NYS Math exams.

d. Describe your plan for long-term ELLs (completed 6+ years)

There are no long-term ELLs in our school. If there are long-term ELLs, the ELLs are required to participate in a program that is aligned with mandated ELL and content learning standards and the core curriculum. The long-term ELLs must participate in instructions that are aligned with both ELL standards and ELA standards. The long-term ELLs participate in the Balanced Literacy program. This program assists the ELLs in developing their English language skills and reading comprehension. Teachers work collaboratively to evaluate ELLs' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ELLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient)

The ELL teacher modifies ELL lesson plans and make curricular adaptations to teach those ELLs who struggle to understand the basic

concept, provides teacher-direction, offers manipulative (flashcards, out of sequence sentence strips), Provides color-code elements (parts of speech, figurative language, quotes, and evidence in text), provides definitions/vocabulary/word bank, provides a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders), guiding with questions, provides sentences starters to help structure their writing, and providing cloze passages (with or without word tanks).

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.
- 1) Our school engages the student in instruction that develops foundational skills in English so that this student can participate fully in grade - level coursework.
 - 2) The school engages the student in instruction that is grade - appropriate, academically rigorous, and aligned with the NYS P - 12 Common Core Learning Standards by participating in language learning or language support programs that lead to language proficiency in English, and using and developing academic language and content knowledge in English.
 - 3) Teachers in our school use a variety techniques to make content clear and language comprehensible to the student.
 - 4) Teachers provide opportunities for classroom discourse and interaction that are well - designed to enable him/her to develop communicative strengths in language arets.
 - 5) Teachers focus on academic language as well as key content vocabulary. This is imperative for the student, so that the tasks make sense and helearning is relevant.
 - 6) Teachers sustain the student's motivation to learn challenging concepts by linking ideas to resources or contexts that are reflective of the student's interests and socioculturalor linguistic backgrounds.
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?
Our teachers engage ELL-SWDs in content learning activities to develop academic concepts. We draw on their background experiences, their culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to build students' academic proficiency. Ready GEN, GOMATH, Science, and Social Studies are interrelated. Vocabulary is repeated naturally as it appears in different content area studies. In the areas of the curriculum, the focus of planning and programming is often on the subject content. We determine the resources and teaching materials according to ELL-SWDs' levels. We often consider how to select and focus on English in all curriculum areas with the aim of developing ELL-SWDs' language proficiency and academic achievements. We deal with universal topics so that all ELL-SWDs can be involved. Lessons and activities can be adjusted to different levels of English language proficiency. The materials that are used include grade-level content area text books , i nforinformational texts, magazines, and newspapers.
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?
- a. We implement the Pull-out and Push in models. The ELL teacher uses Pull-out model and brings the SES-SWDs together with general education ELL students from various class for English acquisition focused instruction. The ELL teacher plans lessons carefully with general education teachers to ensure curricular alignment.
 - b. The ELL teacher uses Push-in testing during content instruction in collaboration with regular classroom teachers to providelanguage acquisition and vocabulary support while retaining content instruction time.
 - c. In order to serve our ELL-SWDs the ELL teacher uses differentiated teaching strategies and ELL methodology to provide academic subject instruction in English. The ELL teacher assists our ELL-SWDs to achieve the state designated level of English proficiency

Chart for their grade, and helps these students meet or exceed the common Core Standards.

d. Our school uses constructs of effective instructions: challenge, enrolment, success, scaffolding/feedback, collaborative teaching for second-language acquisition/sheltered English, and respect for cultural diversity.

e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high-level thinking and appropriate drill and practice, and Provide complementary portions of student-teacher centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. The school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and academic curriculum to be learned (including literacy, language, and content). The school provides ELL program, reading and extended time, afternoon program, and Saturday program to meet the diverse needs of ELL-SWDs.

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

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

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

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



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

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

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

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

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

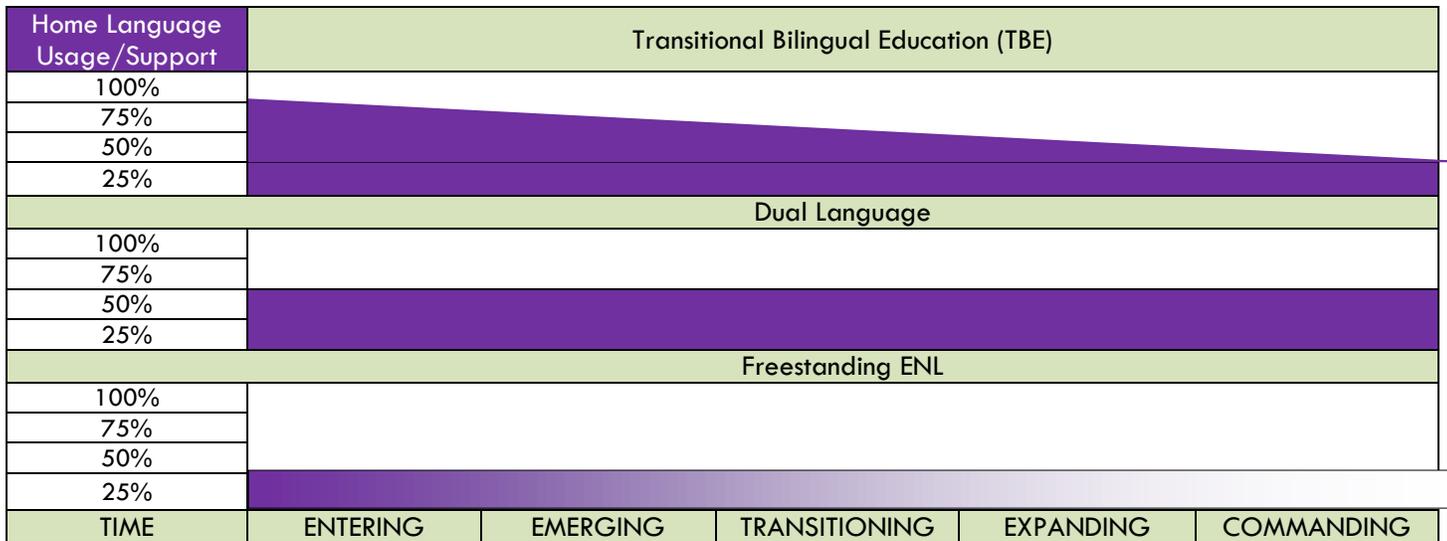


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 1) We have Pull-out intervention program to provide individualized instruction in developing the four language skills. In this program the first key to success is to engage ELLs in content area learning activities to develop academic concepts. The ELL teacher uses a variety of instructional techniques as a way of developing second language, content, cognitive and study skills. We do our target intervention programming for language across the curriculum by identifying the functions of language such as classifying, comparing, criticizing, describing, enquiring/questioning, explaining, evaluating, hypothesing, identifying, inferring, predicting, refusing, reporting, sequencing, suggesting, wishing, and hoping.
 - 2) To identify language functions currently being used in ELL program the ELL teacher tries matching some of teaching and learning activities in ELL program with the relevant language functions. Our school checking that the ESL teacher is using a range language functions throughout the ELL program will help ensure that the ELL teacher gives the ELLs opportunities to hear and use it.
 - 3) Our ELLs who exhibit inadequate growth on reading and writing receive 40 minutes at extended time per day in literacy instruction using reading and writing interventions focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, spelling words, and sentences). At dear reading time ELLs receive individual help in class. In Math, Science, and Social Studies classes our cluster teachers help ELLs develop both language and academic skills by the language functions. Our ELLs are given test accommodation for NYS tests.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ELL teacher delivers content knowledge in a way that both language and academic proficiency to be nourished. In this instruction, academic content is taught to ELLs by using techniques such as speaking slower, using visual aids and manipulative , and avoiding the use of idioms to ensure they are meeting NYS and NYC Standards. The ELL teacher encourages reading and celebrates accomplishment of reading many books or other written materials are over time so that ELLs' speaking fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge are increased. Also, understanding of concepts is developed. The ELL teacher will do the following:
- a. Providing a wide variety of reading materials based on Common Core Standards.
 - b. Providing adequate time of sustained reading with no other obligations, including writing and sharing.
 - c. Allowing ELLs self-selecting of reading materials by interesting level.
 - d. Providing opportunities to pursue a favorite author, genre, or area of interest.
 - e. Allowing ELLs to take books and materials home for reading.
- The ELL teacher will provide opportunities for retelling stories to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces as having a purpose and benefit for others. We send invitations to classmates and others, notes to relatives, and post cards home to describe accomplishments. We use color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft. We create class journal that everyone helps complete at the end of the day or week. We set up e-mail pen and e-mailing parents and students.
12. What new programs or improvements will be considered for the upcoming school year?
- There is Title III Program. The ELL teacher will analyze the data and provide opportunities for improving reading and writing skills of the ELLs. For the upcoming school year ELLs will write a variety of topics for improving reading and writing skills. Our ELLs will discover more effective writing techniques with guidance of the ELL teacher and classroom teachers. Writing topics are students - controlled. Writing will be reviewed as a collaborative, social process. ELLs will assist one another in composing texts. Grammar will be taught in the content of writing for ELLs ' communication. Feedback will be given throughout the writing processing.
- Teachers assist ELLs achieves higher skill levels, using explicit structures on how to engage in persuasive and expository and voice. Teachers help ELLs develop skills through written arguments that respond to the ideas, facts, and arguments presented in the texts, they listen to and read. Teachers explicitly and constantly use the language of math, science, and social studies to help ELLs develop their ability to accelerate academic language development.
13. What programs/services for ELLs will be discontinued and why?
- NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELLs are offered equal access to all school programs including extended day. ELLs participate in afterschool program and Saturday Academic Program (Title III Program), and in extended time program. Parents of ELLs are informed of these programs in their languages. In these program our teachers help Grades 4-5 ELLs at every level of language proficiency to engage meaningfully in reading personal essays, speeches, opinion pieces, biographies, memoirs, etc. Teachers help them engage and respond with comprehensible input to stories, literature, drama, poetry etc. Teachers help ELLs in all Grades understand text by using pre-reading, during reading and after reading strategies. Teachers help ELLs to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. To assess their comprehension of a text, teachers ensure that classroom

experiences stay deeply connected to the text and that students develop habits for making arguments as evidenced through the text in speaking as well as in writing.

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.

There is library in ELL classroom. The school provides ELLs with Ready Gen and Math Go textbooks, phonics books, fiction and various materials and special resources that are needed (Phonics ABCD, Connecting Vocabulary ABCD, Comprehension ABCD, Quick Reads ABCD, Just Right ABCDE and Math practice books). The ELLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portfolio and learning log, research on the internet use programs in computer and the continued use of the computer.

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

In the ELL classroom the ELL teacher adds ELLs native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ELLs can do. The ELL teacher finds out about the schooling of parents and siblings to determine the kinds of support ELLs can be received at home. The ELL teacher allows ELLs to read their native languages . Reading in native Language develops the academic register of ELLs' first Language that reinforces English acquisition. An important strategy for drawing on ESLs' native language s and teaching academic content Preview/View/Review. Key concepts are introduced by the ELL teacher or parents in the students' native languages (preview). Then ELLs are given opportunities to work with those concepts in English (view). The ELL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ELLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions (review). The ELL s will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ELLs gain a better understanding of the different culture:

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

Upgraders use Word Processors. Writing on a word processing is challenging to the ELLs. ELLs are able to work word processors, especially if the programs are designed with them in mind. Computer network can provide an important means for communicating with fellow ELLs in English. Their electronic discussions allow them to initiate and extend their discussions about whatever it is that they happen to be studying or doing as a result of assigned work. Lower Graders use computer games that can present simulations that call for the ELLs to make decision and they can require interaction with others involved in the game. Computer games are currently available in content areas. For example, a Math program introduces ELLs to the concept number lines, number pairs, and graph plotting. Computer games also include chess, word games, memory games, teasers with missing numbers, and many more. They watch videos show real people in compelling scenarios like soap appears that enable the ELLs to have input. Another use of interactive video is to teach the listening skills necessary for academic success. Finally, a videodisk can also be used as a dictionary.

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).

When the child arrives...the first few days teachers take the time to show the child around the school, so that he or she will know where the places like the toilets and library are. Teachers establish a buddy system and use an interpreter or another child to make sure the new arrival knows and understands regular classroom routines. Teachers teach some basic survival language. Teachers discover how much English the new arrival has. We allow the new arrival the right to remain silent.

Providing support in the classroom

At times let pairs of children develop and teach mini lessons to the new arrival. We create opportunities for the new arrival to participate in classroom situations, which do not require language. We involve the new arrival in lots of opportunities to listen to English and interact with peers in a small group, use picture talks, provide activities which use skills that require understanding rather than the productive skills of speaking or writing, provide a variety of activities where the child can work with others in less structured situations, recall events orally, especially excursions in which the new arrival has taken part, using drawings, photographs, objects collected or tapes, and use ' Written conversations '. The child begins by writing briefly about anything he or she wishes and the teacher writes the response, where possible using this to model the correct forms of any words or structures, which have been used incorrectly. The child responds in return.

Building on literacy skills

We allow the child to write in the first language, encourage the new arrival to continue to read regularly in the mother tongue, and provide a bilingual dictionary or encourage the child to obtain one.

Getting settled

We allow the child many opportunities to do what he or she is best at. We place the activities during the day so that the child does not become exhausted. We set up situations where the new arrival is expert. We praise all success and share all achievements

with the child's parents. We give the new arrival opportunities to hear and practice social language, such as asking for something, asking someone to do something, saying thank you and expressing disagreement politely. We make the child feel a useful member of the class.

Activities

We give instructions clearly and precisely, use open-ended questions so that the child is able to respond at his or her own level and use visual aids such as diagrams, maps, videos, pictures or mime to help make meaning clear. We try to get information from the learner rather than always presenting it. We provide activities where the language is predictable or repetitive. We include some activities which recycle newly learned language.

As far as possible design activities, which either use known language patterns to teach new vocabulary, or use known vocabulary to model new language patterns. We use activities, which involve real communication and use whole class activities where the new arrival can join as much as he or she feels able. In the early stages choose books and print materials not only in terms of their language difficulty but also in terms of their cultural content.

19. What language electives are offered to ELLs?

English is offered to ESLs.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers in a variety of high quality professional development activities, which will include study engaging ELLs with the CCSS standards, ELL scaffolding strategies, and content area teaching strategies that are aligned with the CCSS and ELL standards. Our participating faculty will acquire ELL methodologies and scaffolding strategies for improving instruction and promoting both language and academic proficiency for ELLs. They will be trained to gain ability to engage in performance-based assessment that provides qualitative data. They will be provided opportunity to collaboratively participate in small groups regularly, which allow for action research and sustain ability of effective teacher practice. Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, and journal writing.
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?

The following Professional development is offered to all teachers of ELLs.

 - 1) Common Core and English Language Learners
 - 2) Engaging Ells with CCSS.
 - 3) Four factors of language Acquisition
 - 4) Diversity Among ELLs
 - 5) Six shifts in CCSS: English Language Arts/Literacy Standards
 - 6) Content and Learning Objectives: An integrated Approach
 - 7) Scaffolding: A bridge for Language and Content Learning to Achieve the Common Core Standards
 - 8) Language Development through Cognitive Processes
 - 9) Accessing: Best Practice for ELLS
 - 10) Common Core ELA Standards in Reading: Consideration for beginner (Entering)and Low Intermediate (Emerging) level ELLs
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3.The guidance Counselor in our school provides intervisitation opportunity for other school. Our bilingual Guidance Counselor provides individual counseling session. The ELLs have a chance to participate in individual tutorial session during and after school hours. The school professional development program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content. It will provide interdisciplinary approach with literary skills, math skills, science and social studies skills, as well as the arts and activities that are easily integrated in the classroom. All staff will learn through experimenting, recreating our built, and natural environment in order to assist our ELLs as they transition from elementary to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school leverages the expertise of ESL and all teachers and support personnal while increasing their professional capacities by:

 - 1) Creating intentional learning opportunities for all teachers to collabrate and design instruction, analyze student work, and develop rigorous lessons.
 - 2) Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addressshe needs of ELLs, including home and new language development.

Our professional development plans fore 2015-2016 school years are designed to promote high levels of academic achievement intergrating second language acquisition.

Topics and tentative dates for all staff members include:

Date	Topic	Presens	Participants
11/03/15	Common Core and English Learners	Grade Leaders	All Staff
11/03/15	Accessing the CCSS: Best Practice for ELLs	School Team	All Staff
06/09/16	Language Development through Cognitive Processes	Grade Leaders	All Staff
06/09/16	Engaging ELLs with CCSS		

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development program assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides annual individual meetings with parents of ELLs to discuss:

- 1) In our school ENL program the teacher designs and delivers instruction that is culturally and linguistically appropriate for all diverse learners.
- 2) The teacher provides integrated language and content instruction to support language development through language - focused scaffolding. Content - area teachers collaborate purposefully and consistently to promote academic achievement in all content areas.
- 3) The ESL teacher utilizes materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core State Standards.
- 4) The ESL teacher improves ELLs' oral language proficiency and academic language proficiency in all content areas, providing a clear vision of academic success.

ELLs' success that includes high expectations for ELLs achievement and socio - emotional development, supported by a purposeful plan of pathways to college and career readiness through high - quality programs that meet the needs of ELLs.

During discussion interpretation and translation are provided.

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., phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records are kept for annual individual meetings with ELL Parents as well as outreach to ensure parent needs are accommodated. We

- 1) Records for Interviewing parents
- 2) Records for orientation meetings
- 3) Teacher - Parent conference
- 4) HLIS
- 5) Parent Selection and Placement section
- 6) Meeting for Entitlement and placement
- 7) Meeting for IEP students (ELLs)
- 8) Meeting for Re - Identification
- 9) The Agendas for Parents' workshops
- 10) Individual meeting with parents

We regard parent needs and their home languages as instructional assets, and use them in bridging prior knowledge to new knowledge in a meaningful and comprehensible. We use all of these records to get to know cultures to promote diversity pursuant to the Dignity for All Act (effective July 2013).

We ensure parents needs:

- 1) Providing parents with resources that enable them to make informed decisions about their children's education
- 2) providing parents with all pertinent information about their rights and program choices in a language and format that parents can understand.
- 3) Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- 4) Engaging parents as active participants, contributors and cultural liaisons to the school community.
- 5) Sharing with parents and family members the high expectations that our school has established for the education of all ELLs and engaging them in the achievement of those expectations.
- 6) Collaborating with the school support personnel and immigrant community - based organizations in order to address the multiple needs of ELLs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

- 1) Parenting

We help all families establish home environment to support children as ELL students. Parent education and other courses or training for parents. We host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL institute. Parents will be invited to join with their children to attend all sessions of the Math skills institute and The ELA/ESL institute.

- 2) Communicating

We design effective forms of school to home communications about school programs and children's progress. We have conference with parents each year. We provide language translators to assist parents as needed. We have regular schedule of useful notice, memos, phone calls and other

- 3)

Volunteering

We recruit and organize parent help and support. We have school and classroom volunteer program to help teachers, administrators, staff, and students. We have parent room as family center for volunteer work, meetings, and resources for families .

4) Learning at Home

We provide information and ideas to families about how to help ELLs at home with homework and other curriculum - related activities, and we provide information for families on skills required for ELLs in all subjects. at each grade and information on homework policies and how to help at home.

5) Gathering Information from Parents

School staff gathers information from parents of ELLs about their background. We get information about a student's prior education in his/her home country. The ELL teacher make challenges the ELLs will be facing. ELLs who arrive in U.S. schools appropriate grade level achievement in their native language to learning English more easily. Parents are encouraged to participate in school activities, i.e. learning walks, assembly, field trips, technical assistance, etc.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our School partner is Brooklyn Children Museum. It identifies and integrates resources and services from the community to strengthen school and student learning and development. It provides information for students and families on community health; cultural, recreational, or social services. It provides information on community activities that are linked to learning skills and talents, including summer programs for students and families. It provides information on community activities that are linked to learning skills and talents, including summer programs for students and families by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

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

1) All parents of ELL students are invited to participate in a Welcome Back to school meeting and curriculum night in September every year at our school. Topics are addressed include: school expectations, assessments, City/State Standards, the community resources as well as professional development. Instructional Team leaders, ELL teacher, Guidance Counselor, Parent Coordinator, Principal, and Assistant principal. This helps parents of ELLs become knowledgeable members of our school learning community. All parents express their opinions, give good advices and tell the school what they need.

2) Parents of ELL students are invited to attend our Parent Orientation Meeting where they are informed about the available services and resources. Selection forms are printed in all the necessary language applicable to our school so that parents can more readily understand and make decisions. Often expressed sentiment is that they want immersion in the new language, English, along with support of ELL Services, which they feel helps them learn faster. To further facilitate parental involvement and understanding, school letters and notifications to parents are translated. When needed, interpreters are provided to facilitate meaningful communication between parents and administration/staff.

3) Our school Parent Co-coordinator provides workshops for parents. Through talking and discussing with our ELL students' parents we gather their suggestions, and needs. Through Parent-Teacher Conference, telephone conversation, writing notes to each other, going on trip together we gather information and what our ELL parents really need. The role of the parent is vertical to ELLs' overall ability to achieve high standards. The school has high expectations that are carried out in our school. By participating in school activities and attending all sessions of the Math Skills Institute and other programs, will parents be helping themselves, but also, in addition, they will be forming special learning partnerships with their children that will benefit both parents and children. There will be awards and recognition to highlight literacy and achievement.

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

Family Days will be held throughout the school year to encourage parental involvement in the academic development of their children through interactive activities for the children and their parents to enhance their learning and language experiences. During Family Days, the teachers provide developmentally appropriate activities to promote literacy skills, math skills, and scientific explorations for students and parents. The children make connections, promote imagination, creativity, and have opportunities to learn new skills. We encourage parents' involvement helps parents understand their role in their children's education differently than U.S. parents. For example, instead of asking their children questions about a story, we have them act out a story for instance, or having them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America use a story to teach a moral lesson. In order to help the parents of ELLs contribute more actively to the education of their children, our school offers Math Skills Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and other different content areas.

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:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MICHAEL JOHNSON	Principal		1/1/01
JUNITA BROWN	Assistant Principal		1/1/01
MS. ARTHUR	Parent Coordinator		1/1/01
YI JUN HAN	ENL/Bilingual Teacher		1/1/01
TIO LOONEY	Parent		1/1/01
T. LEE ELA/MATH	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
M. WEIR	School Counselor		1/1/01
LIARENCE ELLIS	Superintendent		1/1/01
N/A	Borough Field Support Center Staff Member _____		1/1/01
N/A	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: **17K** School Name: **The Crown School**
Superintendent: **Clarence Ellis**

Before you begin, please check the following:

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

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

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

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

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

- 1) Home Language Identification Surveys (HLIS)
All parents of new admits to the school are required to complete HLIS as part of registration. The use of one in the appropriate language facilitates its proper completion. We assess language preferences of the parent community for both written and oral communication through the use of on-staff interpreters .
- 2) Parent Coordinator Interviews
- 3) ATS system provides information of the primary language of the students (RHLA).
- 4) Informal discussion with parents and teachers
- 5) Interviewing students who speak languages other than English.
- 6) Providing interpreters during registration and at PTA meetings.
- 7) Analyze and interpret surveys to determine students needs.

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

Home Language Identification Surveys and teacher/parent input have proven that parents' preferred languages for both written and oral communication are the the follwing: Spanish, Haitian Creole,French, Arabic, Chinese, and other languges.

Part B: Creating a Communications Calendar

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

Our school typically disseminates the documents that require translation and they are distributed to families as needed. Our school always translates the information about educational programs such as Saturday Academy Program, After- school Program, Title III Programs, newsletters, calendars, parent - teacher conference announcements, New York State testing dates, general overview of student curriculum, letters from the school leadership.

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.

- 1) Parent-Teacher Conference
2. Meet the teacher night
3. Family Literacy Night
4. Weekly Parent Engagement
5. IEP meetings
6. PTA meetings
7. Open School Nights
8. Orientation sessions parents of newly admitted bilingual students.
We offer interpretation services during these face to face meetings .

Part C: Providing Language Assistance Services

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

1. The school will provide written translation services through the use of the NYCDOE Translation Services for eight standard languages.
2. All parent correspondence will be translated by school staff or DOE translation unit.
3. We will translate documents that contain individual, student-specific information, including student's entitlement to public education or placement in ESL or any special education.
4. We will provide information in the parent's language notification of their rights regarding translation and interpretation.
5. We will post literature in each of the covered languages .

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.

- 1) The NYCDOE Translation and Interpretation Unit will provide Oral Interpretation services Monday through Friday from 8:00 am to 5:00 pm and on site interpretation services during school Conference, PTA Meetings, Workshops between faculty and non-English.
- 2) We will provide interpretation services by the NYCDOE Translation and Interpretation Unit and our school staff members will be able to facilitate articulation between parents and teachers as well as parents and administrators.
- 3) We will interpret parent orientation and meetings, as well as teacher conferences with the use of a Prolingual Translation Program if our school needs an outside vendor.

Part D: Training Staff on Policies and Procedures

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

There are Professional Learning workshops and meetings to ensure that all staff members are aware of the use of translation services and over-the- phone interpretation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

- 1) We translate letters and notices to parents in the appropriate languages for our school.
- 2) We provide translation and interpretation to each parent who speaks a language other than English and who requires notification of their rights.
- 3) For Spanish, Haitian Creole, French, Arabic, and Chinese we use in-house staff to provide translation.
- 4) We use the services of the NYCDOE Translation and Interpretation Unit.
- 5) We translate the following, school notices, schedules, parent teacher conferences, PTA meetings, grade alert holdover notices, supplemental school activities before and after school,

Part F: Monitoring and Quality Control

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

When planning parental involvement activities in our school we use the information from the parent survey. At the annual individual meetings with parents of ELL students interpretation and translation are provided by school staff. Mechanisms used to gather feedback from parents :

1. Parent interviews
2. Orientation meetings
3. Teacher -Parent conferences
4. Information from HLIS, Parent Selection, Placement selection
5. Meeting for Entitlement and Placement
6. Meeting for IEP students
7. Meeting for Re-Identification
8. Reading agendas for Parents' Workshops
9. Individual meeting with parents of ELL students
10. Other School Activities

The feedback from parents of ELL students in their home language is a n instructional asset. In addition, the feedback from parents helps us understand thevarious cultures to promote diversity pursuant to the Dignity for all Students Act.