



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **16K243**

School Name: **P.S. 243K- THE WEEKSVILLE SCHOOL**

Principal: **KAREN HAMBRIGHT-GLOVER**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P. S. 243K-The Weeksville School School Number (DBN): 16k243
Pre-K to Grade 5
Grades Served: _____
School Address: 1580 Dean Street
718-604-6909 Phone Number: _____ Fax: 718-604-6914
School Contact Person: Karen Hambright-Glover Email Address: khambri@schools.nyc.gov
Principal: Karen Hambright-Glover
Jean Derico
UFT Chapter Leader: _____
Donnalyne Lamont
Parents' Association President: _____
Cordell Rigg
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Talisha Campbell
Student Representative(s): _____

District Information

District: 16 Superintendent: Evelyn Santiago
1010 Lafayette Avenue
Superintendent's Office Address: _____
esantiago@schools.nyc.gov
Superintendent's Email Address: _____
718-574-2834 Phone Number: _____ Fax: 718-935-2337

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
131 Livingston Street, Brooklyn, NY
Director's Office Address: _____
bfitzge2@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-935-3298

Fax: 718-935-2337

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)
KAREN HAMBRIGHT-GLOVER	*Principal or Designee	
JEAN DERICO	*UFT Chapter Leader or Designee	
DONNALYN LAMONT	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
TALISHA CAMPBELL	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	
CORDELL RIGG	CHAIR PERSON/TEACHER	
JOSEPHINE CORNEILLE	Member/TEACHER	
DIANE LAWRENCE	Member/TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LATAISHA DUNGEE	Member/PARENT	
SHANTE MILLER	Member/PARENT	
MIRIAM PADILLA	Member/PARENT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Weeksville Mission Statement

The mission of the Weeksville School is to produce literate, lifelong learners who are visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who apply knowledge to make morally responsible decisions in an ever-changing global society. We will accomplish this by providing a challenging, relevant, multicultural, integrated curriculum taught by a caring, competent, motivated, accountable staff, committed to the success of all students, in a safe, orderly environment conducive to learning in partnership with our entire parent community.

AREA OF CELEBRATION

- NYS Education Department congratulated us for making Year 3 Progress in the area of English Language Arts (ELA) with the subgroup-Students with Disabilities (SWD) as a Focus School for the 2011-2012, 2012-13 and 2013-14 school year. We were cited as a FOCUS school in the area of ELA/SWD initially in 2010-11.
- Aligned use of resources to support instructional goals that meet students' needs (2013-14 Quality Review Report)
- Structures for positive learning environment, inclusive culture, and student success (2013-14 Quality Review Report)
- School-level theory of action and goals share by the school community (2013-14 Quality Review Report)
- Academic Intervention Services (AIS) are available to students in all schools. We are part of a team of school-based educational professionals that work with students in literacy and math. We pull out students in small groups (6-8 students) and use NY Strategy Specific Reading Kit-Curriculum Associates daily during 45 minute blocks for literacy. For math, we use Great Leaps, a program that teaches students concepts to develop fluent calculation skills in simple math. We enjoy working with our students. Lateness and maintaining the motivation of some special education students are our biggest challenges. The students are continually assessed and we determine skills needed, per group, for maximal student success.

AREAS OF NEEDED IMPROVEMENT/FOCUS

Based upon family feedback, there were concerns about the families not regularly communicating with their children. The majority of families stated that they want notification by notice brought home by their child even though some said they were not familiar with AIS or the times it begins and ends. As a part of the Chancellor's policy on Family Engagement, it is pertinent that our school, along with the Academic Intervention Providers, establish ongoing communication through various mediums.

Priority: Continue ongoing family communication, with improvements

- By the end of June, 2016, 66% (every 2 out of 3) parents will become more familiar with AIS through parent workshops and/or trainings in and out of the current school and throughout the five boroughs, when deemed necessary.
- By the end of October 2015, the school will have conducted an AIS parental orientation, outlining the program as well as the resources and providers. The orientation will also include the students selected. The school will make available

the citywide information on academic intervention services to all parents (provided by the New York City Department of Education).

- By the end of the school year June 2016, academic providers will have established, critical information to parents regarding their child’s progress, with face to face meetings every month, establish e-mail correspondence, letters sent home or phone calls to families on a monthly basis to update progress or concerns. All verbal and email/letter transactions will be logged in the Academic Intervention Team Leader’s office for future reference.
- Members of the AIS Team include: Testing Coordinator, School Guidance Counselor, School Social Worker, School Psychologist, SETTs Teacher, IEP Teacher, Administration, School Nurse, Attendance Teacher, School Family Worker, Parent Coordinator and Speech Teacher.

Area of DTSDE Tenet school made the most growth during the 2014-15 school:

Statement of Practice 1.1:

Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards .

Key Areas of Strength:

- a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students.
- b) Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs.
- c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged.

Statement of Practice 2.2:

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Key Areas of Strength:

- a) The SMART goals/mission and long - term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.
- b) The school leader shares a data - driven mission for student achievement and well - being with the school community of stakeholders and has a plan for how to work together to realize this long - term vision and the school priorities as outlined in the SCEP and other school improvement documents.
- c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long - term vision.

Statement of Practice 3.4:

Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations .

Key Areas of Strength:

- a) The school leader and teachers use plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects.
- b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject - specific curricula
- c) Teachers periodically collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take action according to a set schedule (e.g., beginning, middle, and end of the year), make revisions when needed, and ensure that there is common understanding about what is taught and why it is taught.

Area of DTSDE Tenet in which the school was rated “Developing” during the 2014-15 school:

Statement of Practice 1.2 :

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

Key Areas of Focus:

- a) Across the vast majority of classrooms, student work products and discussions will reflect high levels of student thinking, participation, and ownership
- b) Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts, as well as by discussions at the team and school levels
- c) Across the vast majority of classrooms, teaching strategies (including questioning, scaffolds in English and/ or native language where appropriate, and routines) strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products

Statement of Practice 4.2:

Engage in structured professional collaborations on teams using an **inquiry approach** that promotes shared leadership and focuses on improved student learning

Key Areas of Focus:

- a) Continue to maximize learning opportunities for teachers in data analysis and its applicability to lesson planning to ensure grade-level goals for all learners, including ELL’s and SWD.

- b) Train teachers in the understanding and use of student data-formative and summative through onsite and offsite PD.
- c) Differentiate strategies for identified sub groups and plan for shifts in instruction weekly and create and develop student assessment binders.

16K243 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	265	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.8%	% Attendance Rate	90.2%		
% Free Lunch	96.9%	% Reduced Lunch	0.7%		
% Limited English Proficient	3.2%	% Students with Disabilities	23.1%		
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American	71.3%		
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander	4.2%		
% White	0.3%	% Multi-Racial	N/A		
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)	1		
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3		
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A		
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	10.04		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.0%	Mathematics Performance at levels 3 & 4	18.8%		
Science Performance at levels 3 & 4 (4th Grade)	79.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
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	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		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
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		

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 						
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating				
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E				
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E				
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E				
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E				
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 						
<p>(Quality Review 2014-15-Statement of Practice 1.1)</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Findings</td> <td></td> </tr> <tr> <td>School leaders and faculty ensure that curricula are</td> <td></td> </tr> </table>			Findings		School leaders and faculty ensure that curricula are	
Findings						
School leaders and faculty ensure that curricula are						

aligned to the Common Core Learning Standards, including the instructional shifts and content standards, and make purposeful decisions to build coherence and promote college and career readiness for all stud

ents. Curricula and academic tasks are planned and refined using student work and data.

Impact

All students have access to Common Core-aligned curricula and tasks that consistently require them to demonstrate higher-

order
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rigorous
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Strengths:

- School leaders and faculty have structures in place to facilitate

the full implementation of ReadyGEN, GO Math and i-Ready Common Core-aligned curriculum. A focal point of this implementation has been the pacing out of lessons in each unit, adjusting learning targets to

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Furthermore, unit plans reviewed illustrate multiple designs of academic tasks with numerous scaffolds and entry points for students including tiered academic vocabulary, multi-level problems in math, assorted

graphic organizers and text-based responses.

- Teacher teams have made purposeful adjustments to the ReadyGE N curricula to emphasize writing development, specifically the use of mid-unit asse

ssments as the primary summative task in a ReadyGEN unit of study, thereby building school-wide coherence in pacing calendars, student work products on bulletin boards and student portfolios as well as summative

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- In social studies and science, teachers have incorporated the Common Core and instructional shifts in reading and writing. This is evidenced in the text sets available in social studies

and science classes, the incorporation of book clubs and research-based inquiry, and performance task design modeled after New York City Performance Assessments, which include text-based research and argument

writing, with a focus on drawing evidence from multiple sources. Furthermore, these text sets meet the needs of the various reading levels within the class and students are provided with choice when reading about a

particular topic.
Teachers have made refinements to these tasks to provide all students with access to the Common Core, including leveraging student choice and emphasizing principles of effort and perseverance through

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- Pre-kindergarten teachers have focused work on incorporating the mathematics unit foci into classroom centers, in order to address the expectations of sustained effort and perseverance

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their growth in both staying in centers for longer periods of time, as well as the degree to which they are able to engage in the activities.

Needs:

- Promote greater consistency in differentiated instruction to reflect purposeful groupings, suitable challenges and questioning that extends critical thinking to maximize learning.

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, we will continue to strengthen teacher practice by building a common language and understanding of high quality instruction and utilizing a selected competency from Danielson’s Framework for Teaching (3b: Using questioning /prompts and discussion, 3c: Engaging Students in Learning, and 3d: Assessment) to provide more immediate, frequent, high quality feedback. Administration will conduct at least eight (8) informal observations of each

teacher to ensure 100% of teachers become effective or highly effective within that competency as measured by informal and formal observations and walkthroughs.

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>
<p>Professional development provided by principal, assistant principal, Literacy and Math Coaches staff</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Literacy-Early Reading Matters and Math-National Training Network staff developers</p>

<p>developers, District support personnel weekly through teacher team meetings, monthly AP conferences, monthly external professional development by Teaching Matters and the National Training Network and professional development scheduled for Chancellor conference days: September 8th, and June 2nd: Teachers continue to study and implement Danielson’s Framework rubric, view videos and discuss ratings.</p> <p>Observation schedule for formal and informal observations (four to eight per teacher), pre and post observation conferences, and written timely feedback.</p>			<p>from and Teacher Grade Leaders</p>
<p>Monthly Presentations on the Common Core, Monthly Workshops on Rigorous Instruction which will include videos detailing the Danielson Frameworks to engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Literacy/Math Coach, Assistant Principal, Parent Coordinator</p>
<p>LITERACY:</p> <p>All teachers will use Webb’s Depth of Knowledge to develop and plan questions/writing prompts for literacy lessons.</p> <p>Classroom teachers will use GO READYGEN modules, questions, performance tasks, writing prompts, and</p>	<p>All Teachers and identified sub-groups</p>	<p>Sept 2015-June 2016</p>	<p>Administration, Literacy-Early Reading Matters and Math-National Training Network staff developers from and Teacher Grade Leaders</p>

rubrics to plan reading, writing lessons.

Teachers will embed collaborative discussion (1:1, small group, and teacher led) throughout the literacy block and all subject areas to promote higher level thinking and questioning to extend and deepen students' comprehension and increase the quality of written products.

Teachers and administrators will participate in professional learning opportunities involving reading/writing through content areas both in-house and outside including Pearson ReadyGen, Borough Support workshops in ELA, Science, and Social Studies and turn key to their grades and/or the staff. They will also, as needed, participate in inter-visitations with colleagues to observe best practices in writing instruction.

All teachers will receive a minimum of 4 classroom observations to ensure that questioning and writing prompts are well designed and aligned with Danielson Framework Rubric in Competency 3b. They will modify their instructional practices based on the feedback they receive.

Teacher teams will meet across grades and vertically to create coherent curriculum unit maps in ELA. Classroom teachers will adjust the unit maps and add accommodations and

resources that meet the needs of all learners in their class.

After school Programs-AIS in ELA

MATH:

All teachers will plan and create math lessons that are differentiated. They will plan for a minimum of 3 groups- (At Risk, On-Level, and Enrichment) and differentiate instructional activities using a variety of resources and providing multiple entry points. They will incorporate the use of manipulatives, models, and other supports.

Teachers will embed collaborative discussions (1:1, small group, and teacher led) throughout the math block to promote higher level thinking and questioning and extend and deepen students' comprehension.

Teachers and administration will participate in professional learning on differentiating in math both in-house and outside through Houghton Mifflin Harcourt Go Math, Pearson, Math staff developer and other Borough Support workshops. Select teachers will turn-key information to their grades and/or other staff. Lead Teachers will turn-key PD during Monday's Professional Learning time. They will also participate in inter-visitations with colleagues and other schools to

<p>observe best practices in math.</p> <p>Teacher teams will meet across grades and in vertical teams to create coherent curriculum unit plans in math. Classroom teachers will adjust the unit plans and add accommodations and resources that meet the needs of all learners in their class.</p> <p>All teachers in grades 3-5 will receive informal/formal observations to ensure that math instructional practices align with Danielson Framework. Teachers will modify instruction based on the feedback they receive.</p> <p>After school Programs-AIS in Math</p>			
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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>Title I Focus monies will be used for professional development that will support teacher growth and learning with specific growth around questioning techniques and discussion prompts.</p> <p>Title I and Title I Focus funds support building capacity around CCLS aligned tasks for teachers of level 1 and 2 students:</p> <p>50 full-day professional development opportunities are provided for all Teachers given in-house, by staff developers from Teaching Matters in ELA and the National Training Network in Math-25 days for Math and 25 days for ELA, by District and turn-key by staff members.</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		21st 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>
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AP, Teaching Matters and NTN staff developers will help teachers self-assess on selected components of the rubric in collaboration with the grade leaders using benchmark assessments in November, February and May during the school year during the weekly teacher team meetings to receive PD on the Charlotte Danielson Frameworks and to measure the school's progress to meeting our annual goal.

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

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

Section 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.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>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>(Quality Review 2014-15-Statement of Practice 3.4)</p> <p>Findings:</p> <p>School leaders communicate high expectations to staff and have a system of accountability for instructional expectations. School leaders also communicate high expectations to families that connect to a path of college and career readiness. Impact Systems of communication, feedback and accountability support the school’s high expectations for all member of the learning community. Families receive ongoing information on student progress that helps them understand school-wide expectations. Supporting Evidence</p> <ul style="list-style-type: none"> Non-negotiable instructional expectations are communicated to staff through their handbook and ongoing to parents through monthly meetings, school-based parent workshops, School Messenger, an online system that communication to parents through many different digital methods including voicemail, texting, e-mail, social media, and the school website. They also communicate through backpack letters, the school website and the school calendar. Additional structures for sharing high expectations include cabinet meetings, faculty conferences and grade level meetings, all of which align to the school focus areas for this year including the School Comprehensive Education Plan goals. Instructional expectations are tracked through interim reports and monthly school notes to parents. 		

- Frequent classroom observations, feedback from classroom visits, reviews of lesson plans, and regular staff newsletters reinforce school-wide professional expectations to all staff. Additionally, feedback from supervisors following classroom visits promotes accountability for the expectations of the Danielson Framework for Teaching. For example, observation reports and lesson snapshots promote teacher accountability in fostering high levels of student performance, in alignment with the expectations of the Danielson Framework.
- The school has systems in place that clearly communicate high expectations for school culture, as evidenced by posters highlighting positive behavior in all school areas and special student events rewarding student achievement and improvement for academics, behavior, and attendance. The creation of the school store and "tickets" for special events provides students with real-world experience in economics and the impact of choices on their ability to participate in the rewards available. Students earn their rewards through a transparent system of high expectations for all members of the community.
- Last October the assistant principal facilitated a parent focus group to identify parent engagement strategies that would strengthen partnerships with families that support college and career readiness. The work of the focus group resulted in a school wide action plan focusing on positive parent outreach to ensure that all staff members contact families, noting mostly positive growth and accomplishments of all students, as evidenced in parent outreach binder logs.

Needs:

- The school needs to make deliberate and effective efforts to make its core ethical values, the justification for them, and their behavioral definitions widely known throughout the school and parent community.

Part 2 – Annual Goal

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

By June 2016, a Social Emotional Learning (SEL) team will continue to coordinate SEL school wide initiatives and revisit of the school wide discipline plan in order to align it with Social Emotional Learning principles and decrease physical altercations between students by 5% as measured by OORS.

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>All teachers will teach lessons from the 4Rs curriculum (reading, writing, respect, resolution) each Monday and integrate lesson ideas, skills and activities throughout the week. Staff developers from NTN and Teaching Matters will work with select teachers each Monday through coaching, co-teaching and modeling lessons. This staff developer will also train a select group of students as peer</p>	<p>Pk-5</p>	<p>September 2105-June 2016</p>	<p>Administration, Teaching Matters Literacy and NTN Math staff developers from and Teacher Grade Leaders</p>

mediators. The school will implement a peer mediation program this school year. The Child Study Team will meet weekly to plan activities and begin the development of the school wide discipline plan.			
The Child Study Team will be made up of teachers, related services staff including the guidance counselor, school based staff developer, parent coordinator, representatives from the lunch staff and the staff developers from Teaching Matters and NTN.			
Presentations, Workshops, Videos on Social Emotional Learning	Parents	Sept 2015-June 2016	IEP Teacher, Guidance Counselor, Assistant Principal Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, teachers, guidance counselor, staff developers & parent coordinator will be used to help us achieve this annual goal.											
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.
After training takes place the peer mediation program will be launched beginning with an assembly for all students and staff. Parents will be informed via backpack notices and school website. Targets to track progress are records of mediations, #'s of requests for mediations and OORS incidents decrease by 5%.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	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
<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> and <u>I</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>(Quality Review 2014-15-Statement of Practice 1.2)</p> <p>Findings:</p> <p>Across classroom, instructional practices do not regularly incorporate effective questioning strategies and scaffolds to provide multiple entry points and student discussions reflect uneven levels of student thinking and participation.</p> <p>Impact:</p> <p>Inconsistent use of effective questioning, appropriate instructional scaffolds and discussion techniques limits student thinking and participation.</p> <p>Supporting Evidence:</p> <p>In some classrooms students participated in small group activities. For example, in one upper grade Integrated Co-Teaching class, during a social studies lesson exploring longitude and latitude students worked in partnerships to take turns reading and then worked with their partner answering low-level questions and activities while the teachers worked alongside the most struggling learners. However, these groups lacked rigor and did not meet the needs of the lowest- or highest-level learners. It was observed that as groups completed their tasks they waited for teacher direction before moving on, thereby being more compliant than engaged and limiting student independent work time.</p>		

Across classrooms visited several of the lessons were teacher-centered and students responded to teacher-generated oral questions with dialogue being teacher-student-teacher during full-class discussions. In most classrooms, students were not engaged in peer-to-peer or full-class discussions, and students were not observed generating their own questions or responding directly to their peers. Furthermore, many questions were only at the recall level.

In a few classrooms, students participated in group activities that were differentiated and included multiple levels of support from teachers and other school staff. For example, in a second grade Integrated Co-Teaching class students were observed working in three guided practice groups whereby one teacher facilitated a group of mid-level students reading a Magic Tree House fiction text and student were independently reading and writing chapter summaries. Another teacher worked with struggling students to identify non-fiction text feature definitions and engage in a scavenger hunt to find the features while the English as a second language teacher worked with a small group to review contractions. Similarly, in a third grade math class students were observed working in differentiated groups partitioning shapes into parts with equal areas while expressing the area as a unit fraction of the whole. The teacher was observed guiding students as students worked with pattern block manipulatives to determine the number of shapes with the total number of triangles that cover the original shape. Furthermore, several students were able to explain that you can write the “1” as a numerator and the total number of triangles as the denominator.

Needs:

Improve alignment of assessment practices, including ongoing checks for understanding, to determine student progress towards goals and provide effective feedback to students about their work to inform planning and preparation.

Part 2 – Annual Goal

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

During the 2015-2016 school year, 100% of teacher teams will use school wide formative and summative data as a means to disaggregate data to create differentiated lessons which will lead to multiple points of access for all students to achieve targeted goals as measured by informal and formal observations and walk throughs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Train teachers in the understanding and use of student data formative and summative through onsite and offsite PD.</p> <p>Differentiate strategies for identified sub groups and plan for shifts in instruction weekly. Create and develop student assessment binders.</p> <p>IEP Teacher will help special education teachers look at student IEP goals and standard vs. modified promotional criteria , implementing UDL strategies, and teaching</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Clusters Teacher, Teaching Matters Literacy/NTN Math staff developers, IEP teacher, SETSS Teacher,</p> <p>Intervention Team Leader, Administration, Borough Support</p>

<p>them how to support SWD's with the new curriculum and in meeting their learning goals.</p>			
<p>Classroom teachers hosted Parent Orientation in September outlining curriculum and classroom practices and routines.</p> <p>-Parents participated in Open School Week (Nov. 2nd- Nov. 6) where they observed classroom teachers conducting math and literacy lessons</p> <p>-Teachers will inform parents of student's academic progress in math and literacy via the following:</p> <p>Beginning of the year and Mid-year progress reports, report cards, Parent-Teacher conferences, school planners, "Week In Review" goal setting notebooks</p> <p>-We will provide a workshop/information session in Math and Literacy on December 2015 providing parents with strategies on how they can reinforce and enrich their child's Math skills at home.</p> <p>-Parents were given access to READYGEN and Go Math's online resources to support their children in math and literacy at home.</p> <p>-P.S. 243 Homework Policy- Math/Literacy is given for HW each night and questions are given to</p>	<p>Parents</p>	<p>Sept 2015-June 2016</p>	<p>IEP Teacher, Administration, Teaching Matters and NTN staff developers, SETSS Teacher,</p> <p>Intervention Team Leader</p>

practice skills and strategies learned in class. Parents are responsible for ensuring that HW is complete each night.			

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.											
Classroom Teachers, Clusters Teacher, Teaching Matters Literacy/National Training Network Math staff developers, IEP teacher, SETSS Teacher, Intervention Team Leader, Administration, District Support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	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.
<p>1. Review lesson plans during observations looking for differentiation/multiple entry points.</p> <p>Collaborative discussions will be observed during teacher observations and demonstrated in student writing in math.</p> <p>2. Lead teachers will turn key information from teacher leaders in math and literacy, Go Math, READYGEN and other outside professional development on differentiation. Inter-visitations will also be arranged for teachers who need more support.</p> <p>3. Unit plans will be collected and reviewed by the administrative team. They will be analyzed for differentiation and accommodations for grouping students.</p> <p>4. The administrative team will conduct observations and provide feedback on Differentiation using Danielson’s Framework rubric. They will analyze teacher ratings on Competency 3b, 3c and 3d looking for an increase in teacher’s HEDI rating.</p> <p>5. Pre and Post Assessments</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>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>(Quality Review 2014-15-Statement of Practice 2.2)</p> <p>Findings:</p> <p>Teachers use and create a variety of assessments and rubrics aligned with the school’s curricula. Progress monitoring data informs the school of students’ progress towards goals.</p> <p>Impact:</p> <p>The school has systems to monitor progress through data analysis in order to provide feedback to students and guide adjustments in units and lessons to meet students’ learning needs.</p> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> i-Ready and Fountas & Pinnell interim assessments are used to track and monitor progress of student reading level growth, inform student groupings during guided reading in the lower grades and book clubs in the upper grades, and to monitor the effectiveness of iReady instructional programs in math and English language arts (ELA). 		

- The school has established the Weeksville Intervention Team (WIT) that targets individual students across grades and classes who are close to achieving proficient in ELA and/or math. Through the analysis of State exam data and baseline assessments, WIT protocols focus on an analysis of these students in order to make adjustments to instruction during a particular unit. Specifically, the school has incorporated web-based differentiated resources to provide individualized interventions and supports for all students, including English language learners (ELLs) and students with disabilities.
- The WIT tracks student progress in relation to the Common Core Learning Standards, placing an emphasis on unit summative assessments in the ReadyGEN, GO Math and iReady curricula. This work is evidenced in tracking sheets and the impact of this work this year is seen in tiered student groupings based on summative assessment and reading level data, interventions in i-Ready ELA and math during cluster classes, scaffold tasks for tiered groupings with differentiated support, and focus on questioning and discussion techniques across classrooms.
- During classroom visitations, teachers were observed using conference notes to monitor student understanding, thereby collecting formative assessment data. During the teacher team meeting teachers shared that they use their conference notes to assess trends within the class as well as hold students accountable for the substance of their conferences with their teacher.
- School staff is engaged in professional learning, centered on the assessment of rigor levels of performance tasks as measured by the Hess Cognitive Rigor Matrix, and making necessary adjustments to ensure that all students are engaged in rigorous tasks and higher-order thinking during units of study. The staff is also focusing on providing students with targeted feedback on Common Core Learning Standards-aligned summative assessments including next steps for student growth. Staff engaged in professional learning around strategies and identifiable features for targeted feedback based on rubric criteria, and the impact of this work is seen on performance task rubrics, which include sections for both teacher feedback based on rubric criteria and student self-assessment.

Needs:

- Develop a system of checkpoints to measure progress toward school-wide interim and long-term goals in order to adjust and ensure student performance.
- Use observation protocols to assess and improve teaching practices that lead to student progress and achievement.

Part 2 – Annual Goal

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

By June 2016, school leadership, teacher teams and the instructional cabinet will analyze the data in ELA for all students & the supports given to SWD’s in order to ensure quality differentiated instruction to meet the specific targeted needs of this subgroup resulting in achievement towards the standards resulting in an increase in ELA proficiency by 5% as measured by the results of the NYS ELA exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Throughout the course of the year common preps will continue to be arranged to facilitate planning and discussion time for teachers.</p> <p>Common Core Learning Standards will be incorporated to units of study and students will engage in Common Core aligned tasks.</p> <p>Participation in inquiry groups for teachers will provide an in depth understanding of UDL concepts and activities to support student</p>	<p>PK-5</p>	<p>September 2015-June 2016</p>	<p>Administration, Literacy staff developer from Teaching Matters, District ELA Staff Developer and Teacher Grade Leaders</p>

<p>achievement in the classroom.</p> <p>The Child Study Team will assist in identifying student needs and available supports. The school will provide special education classrooms with appropriate materials, such as picture books and novels aligned to the units of study, and computers so that students have additional access to the Internet to support the curriculum.</p> <p>AIS teachers and Paraprofessionals provide additional support to Special Education classrooms. AIS providers support teachers and students by creating push-in/pull-out small groupings to focus on group and individual needs. Special education teachers will be provided with professional development through Brooklyn Borough Office. This series will help ICT teachers develop programs for all students in the community.</p>			
<p>Classroom teachers hosted Parent Orientation in September outlining curriculum and classroom procedures and routines.</p> <p>-Parents participated in Open School Week (Nov. 2nd- Nov. 6th) where they observed classroom teachers conducting reading and math lessons.</p> <p>-Teachers will inform parents of student's academic progress via the following:</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>IEP Teacher, Administration, Teaching Matters Literacy/NTN Math staff developers, SETSS Teacher, Intervention Team Leader</p>

<p>Beginning of the year and Mid-year progress reports, report cards, Parent-Teacher conferences, school planners, "Week In Review" goal setting notebooks</p> <p>-We will provide workshops and information sessions to keep parents up-to-date on curriculum, programs, and instructional practices.</p> <p>-P.S. 243 Homework Policy- Independent reading 60 min. each day</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I Focus monies will be used to ensure professional development is supported by Teaching Matters, The National Training Network and the borough support. Title I Focus money is used to fund per session days in order for teachers to participate in professional development opportunities after school to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning. Title I Focus monies will be used to support this goal by purchasing educational software called Curriculum Associates-READY New York CCLS Practice-ELA and Math for teachers to use for additional instructional support.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	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>Progress will be monitored by examining:</p> <ul style="list-style-type: none"> • I-Ready & Fountas & Pinnell results in ELA will carefully monitor individual student progress, several times a year. • Assessment Binders (classroom teachers and AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. • Student work and portfolios will be monitored for growth utilizing rubrics and NYS CCLS Standards, 5 times during the academic year.
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- Fountas and Pinnell results will be monitored to show individual student growth from Fall 2015 to Spring 2016

Professional Development will be monitored through agendas and sign in sheets and login's on School NetExtended day student progress will be monitored through pre and post assessments

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>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>6.4 Foster the school leaders and teachers frequent communication with families and creation of a robust home-school connection with the establishment of a website and increased publications to the home.</p> <p>(Priority & Focus School Quality Review Full Report 2013-14)</p> <p>Quality Review: May 7-8, 2013</p> <p>Strengths:</p> <ul style="list-style-type: none"> Relationships across the school are warm, supportive and inclusive of students, teachers and parents who take pride in being part of the community. Parents have opportunities to be involved in their children’s learning through open communication with the school and engagement in the decision making process In addition to promoting an “open door” policy, school leaders and teachers communicate regularly with parents through the school’s website, workshops, curriculum night, and informal conversations. Quarterly reports sent home inform parents of their children’s progress. Consequently, parents are able to intervene, when necessary, to ensure their children make the needed adjustments to achieve in school. 		

Needs:

- School needs to share information from PTA meetings, School Leadership meetings, school based parent workshops through websites, School Messenger, backpack letters and the school calendar.
- Links to parent websites regarding the CCLS should also be posted on the school's website.

Part 2 – Annual Goal

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

By June 2016, all families will continue to be invited to participate in monthly family activities on curriculum content and expectations for all students meeting NYSED CCLS standards in all subject areas as measured by parent surveys, agendas and sign-in sheets from all workshops and activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Family workshops are scheduled a minimum of thirty times during 2015-2016 school year to be facilitated by the Teaching Matters and/or the National Training Network staff developers, teachers, parent coordinator and administrators that will engage parents and guardians in activities that help them understand the new academic standards and testing program.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Teaching Matters and National Training Network Consultants, Parent Coordinator, Guest speakers, School Social Worker</p>

<p>Information about community based parent information meetings and conferences based on the Common Core standards will be disseminated to the family community.</p> <p>Participating families share this information in PTA meetings, at School Leadership meetings or in school based family workshops.</p> <p>Links to family websites regarding the common core learning standards will be posted on the school's website.</p> <p>Families are invited to monthly presentations by each grade that focuses on a curricular theme. They will also visit classrooms to observe end of unit culminating student presentations.</p> <p>Our school social worker will facilitate on-site 3 - 5 workshops every other month to focus on parenting issues like translations, students with special needs, middle school articulation and school discipline.</p>			
<p>Weeksville Website is translatable through 20 languages-Workshops to alert our families to this. (Global Connection)</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Teaching Matters, National Training Network Consultants, Parent Coordinator, Guest speakers, School Social Worker</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We align the budget to support professional development, in the form of coaches and consultants to support teacher and student development.											
Parent Workshops from 9am -12 pm for 30 Tuesdays											
Teacher Created Materials – workbooks and materials for parent											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	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.											
Parent Workshops will be monitored through:											
Attendance sheets form workshops-Weekly											
School performances which will indicate which performances are highlighted for parent attendance											
Translated parent notices will be held in main office by month											
Tuesday Attendance: Teacher Meet the Family-Weekly											
Open House for each grade held once a month											
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)	Assessment data is also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction	<p>New York Strategy-Specific Reading Kit- This gives students the extra instruction and practice they need to master important skills.</p> <p>Easy for teachers to use with a built-in pacing chart and lesson plans</p> <p>Quick diagnosis followed by targeted and scaffold instruction</p> <p>Built-in assessment tracks progress and skill mastery</p> <p>Test simulation experience boosts student confidence</p> <p>I-Ready Diagnostic and Instruction- precisely pinpoint student needs and accelerate learning with a powerful online program customized for every student. The all-new I-Ready Diagnostic & Instruction is an effective combination of adaptive diagnostic</p>	<p>Small Group with AIS Teacher</p> <p>Small group with classroom or AIS Teacher</p> <p>Small group with teacher</p> <p>Small group -2 classes per grade</p> <p>Small group or 1:1 Tutoring</p>	During the day

		<p>assessment, engaging differentiated instruction, and instant reporting.</p> <p>Wilson Reading Program -This is an intervention tool for teaching decoding encoding and fluency. Special education teachers provide 45 minute lessons, 5 times a week, to students in grades 3-5.</p>		
<p>Mathematics</p>	<p>Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction</p>	<p>Great Leaps - This is a supplemental intervention tool for practicing basic math skills. Lessons are 10-15 minutes, one to one. This service is provided by trained math enrichment and support teachers and educational assistants. It is used to support students in grades 2-5.</p> <p>• Targeted Mathematics Intervention is a program that focuses on “real-life application, vocabulary connections, cooperative learning and concrete models. This service is provided by in-school service providers for 30-45 minutes, 5 days a week in small groups or one to one tutoring.</p> <p>I-Ready Diagnostic and Instruction-</p>	<p>One-to-One</p> <p>Small Group with AIS Teacher</p> <p>Small group with classroom or AIS Teacher</p> <p>Small group with teacher</p> <p>Small group -2 classes per grade</p> <p>Small group or 1:1 Tutoring</p> <p>Small group with teacher</p> <p>Small group or 1:1 Tutoring</p>	<p>During the day</p>

		precisely pinpoint student needs and accelerate learning with a powerful online program customized for every student. The all-new I-Ready Diagnostic & Instruction is an effective combination of adaptive diagnostic assessment, engaging differentiated instruction, and instant reporting.		
Science	Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction	All 4th graders will receive differentiated instruction using Measuring Up Science and NY State Science three times a week during the science period, during the science prep period and during extended day.	Small group with teacher 1:1 Tutoring	During the day
Social Studies	Assessment data are also used to identify students needing	To provide students with a higher level of understanding of	Small group	During the day

	<p>Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction</p>	<p>basic concepts, the primary focus of the social studies AIS program will be on authentic research via analysis of primary and secondary source documents as well as trade books. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We</p>	<p>Services are provided by the social worker and the school psychologist to students deemed at risk. Services are delivered primarily in a one to one setting during the regular school day. The at-risk counseling program includes services to assist students, teachers and parents. The goal of the program is increased levels of self-esteem, self-confidence and self-motivation</p>	<p>Small Group, One-to-one</p>	<p>During the day</p>

	also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>98% of the teaching faculty at the Weeksville School is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology.</p> <p>Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in the Weeksville School are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have sessions this year devoted toward further implementing the ELA CCSS via teachers on grade level designing units of study.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>The Administration, Lead teachers, Teaching Matters & National Training Networks Consultants and District support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members will attend conferences, workshops and training sessions at the Borough Support PD. PD sessions occur every Monday and are led by mostly teachers.</p> <p>In addition to professional development sessions, we hold grade level conferences monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year.</p>

These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of the Weeksville School to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.

Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions.

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.

- Once data is collected, we engage in a comprehensive analysis of student learning outcomes focusing on the needs of all student groups.
- Teachers meet within their grades to analyze the assessments to get a better understanding of what needs to be taught. Classroom teachers, administrators, staff developers, the math coach, the AIS teacher, and classroom teachers meet on an ongoing basis to identify trends and make instructional and organizational decisions based on data. During common preps, teachers, along with the ESL and AIS teachers, meet to review test results, highlight individual student strengths, weaknesses and progress, and identify group trends.
- Assessment data are also used to identify students needing Academic Intervention Services (AIS) and enrichment. As a result of the analysis of assessments, monthly analysis reports are created to help tailor instruction to meet the

academic needs of our students using differentiated strategies. Item analyses are reviewed with various tests. Teachers use these data to set goals with students and set up small groups. We also use these analyses to integrate the school wide teaching strategy of Instruct-Practice-Evaluate (IPE), which enhances instruction. Study groups and professional development are also used to inform and train teachers on how to use various tools to analyze and interpret data, i.e. School Net, I-Ready, Fountas & Pinnell. In-house training, workshops, and professional development are provided by school staff and outside vendors.

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	291,618.00	X	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$55,698	N/A	X
Title II, Part A	Federal	171,076.00	X	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,510,236.00	X	N/A

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool

to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 16	Borough Brooklyn	School Number 243
School Name The Weeksville 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 Karen Hambright-Glover	Assistant Principal Dolores Pauline
Coach Margaret Overbach	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Doreen Headley	School Counselor Andrea Johnson
Teacher/Subject Area Larisa Kudman/Kindergarten	Parent Octavia Miller
Teacher/Subject Area Bonnie Landis/Math	Parent Coordinator Norvena Anderson Logan
Related-Service Provider	Borough Field Support Center Staff Member Joanne Joyner-Wells
Superintendent Evelyn Santiago	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	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		Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	3
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	0	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	2					3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2					3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
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)	2													0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)						3								0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

1. DIBELS provides accurate timely benchmarks and progress monitoring information to ensure students receive targeted instructional support. DIBELS are used to assess early literacy skills. In reviewing the data we see that 50% of ELL students score at benchmark. Doreen Headley, the ESL Teacher reports this to the classroom teacher to help facilitate instruction. ECLAS-2 is a research based assessment that measures each students literacy progress throughout the year. Data shows that 60% of our ELLs score at benchmark. The ESL Teacher reports this information to classroom teachers to develop plans for instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

2. The data shows that 65% of students taking the LAB-R last year tested proficient. The data patterns for Kindergarten reveal that 1/1 (100%) students score Proficient in Speaking and Listening and 1 (100%) scored on a Intermediate Level in Reading and Writing. In the First Grade 2/4 (50 %) scored on a Proficient Level in Listening and Speaking, 1/4 25% on an advanced level, and 1/4 25% on a beginner level. In Reading and Writing, First Grade Level, 2/4(50%) scored on a Beginner Level, 1/4 (25%) scored on an Intermediate Level, and 1/4 (25%) scored on a Advanced Level. In the Second Grade in Listening and Speaking 3/3 (100%) scored on a n Proficient Level. In Second Grade Reading and Writing 2/3 (67%) scored on an Advanced Level, and 1/3 (33%)scored on an Intermediate Level. In the Third Grade in Listening and Speaking 1/1 (100%) scored on an Proficient Level and 1/1 (100%) scored on the Intermediate Level in Reading and Writing. In the Fourth Grade 1/2 (50%) scored Proficient in Listening and Speaking and 1/2 scored an Advanced Level. In Fourth Grade Reading and Writing 1/2 (50%) scored on a Beginner Level and 1/2 (50%) on an Advanced Level . In the Fifth Grade in Listening and Speaking 2/2 (100%) scored on a Proficient Level. In the Fifth Grade in Reading and Writing 1/2 (50%) scored on an Advanced Level and 1/2 (50%) scored on a Intermediate Level. The scores of the students who took the LAB-R and the NYSESLAT exams increased in the modalities of Speaking and Listening. In reviewing the data we see that students score higher in Speaking and Listening, and lower in Reading and Writing. This information is used to plan instruction with an emphasis on Reading and Writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4.a We do not have Transitional Bilingual Programs or Dual Language Program because the numbers don't permit it. Therefore we do not test students in their native language. NYSESLAT student results show that 1/1 (100%) of Kindergarten students are weaker in Reading. Therefore more emphasis is put on Reading in Instructional Planning. In the First Grade 1/1 (100%) Score lower in Reading. Therefore School Leadership and teachers place more emphasis on Reading and Writing in instructional planning. In the Second Grade 1/1 (100%) scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in instructional planning. In the Third Grade 2/2 100% scored lower in Reading and Writing than Listening and Speaking. Therefore more emphasis is put on Reading and Writing in Third Grade instructional planning. In the Fourth Grade 2/2 (100%) scored lower in Reading. Therefore an emphasis is put on Reading for the Fourth Grade. In the Fifth Grade 2/2 (100%) scored lower in Writing. Therefore an emphasis is put on Writing in Fifth Grade. From the NYC Periodic Assessments the school is targeting grade specific instruction in reading, writing and math strategies for mastering the Common Core State Standards.
4. b The school leadership uses mCLASS: Reading 3D for Grades K-2. We use CCLS-Aligned ELA Benchmark Assessments in the Fall and Spring for Grades 3-5. We use Fountas-Pinnell in Grades K-2. Students are assessed 3 times a year and Progress Monitoring is done every 2 weeks and running records are kept. We use Dibels for K-2. Students are assessed in this 3 times a year and running records are kept. We use Iready for Grades 3-5. We do Progress Monitoring monthly and keep running records. We use ReadyGEN for Grades 3-5. We do monthly conferences and evaluate a piece of writing monthly. We use Gheens Academy for Grades 3-5. Students are assessed 3 times a year and running records are kept. We have Wilson Intervention Program for Grades 1-5. Students are assessed 3 times a year and Progress Monitoring is done monthly. We use Strategy Specific Reading Intervention Program for Grades 3-5. We do pre and post assessments, Progress Monitoring monthly and running records. Sight Word Intervention is done with Grades K-2. We do pre and post assessments, Progress Monitoring monthly and running records. The ESL Teacher does Sight Word Testing with Grades K-5 monthly. We have Sight words and Comprehension After School Program for Grades 1-2. We do Progress Monitoring monthly and running records.
4. c From the Periodic Assessments we get a picture of each ELLs progress. We see their strengths and weaknesses. We see the areas where they need the most help and the areas where they excel. We see the modalities, Speaking, Listening, Reading and Writing that they need the most help in and the ones they are advanced in. We use this to plan instruction best suited to the individual student. We plan to meet their needs in their deficiencies and support them in the areas where they excel. We do not use native language assessments because we do not have Transitional Bilingual Programs or Dual Language Programs because the numbers do not permit it. We sometimes use Native Languages in the classroom. We have a bilingual library. Sometimes we have students read in their language to promote multicultural pride and to assess students abilities to read in their native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
5. ELLs are provided with strong Core Instruction in a rigorous and evidence based curriculum, including English Language development for ELLs. ELLs are given extra attention through Intervention and activities targeted to specific students, in addition to core instruction. Intensive and Individualized small group instruction is provided for those in need. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. We look at the pretest and use the information in planning instruction around student data. We use the Strategy Specific Reading Intervention Program for Grades 3-5. For Grades K-2 we use Sight Word Intervention. There are no native language arts at this school and no Bilingual Program (TBE) or Dual Language Program because the numbers do not permit it.
6. How do you make sure that a student's new language development is considered in instructional decisions?
6. Classroom teachers meet with the ESL teacher to plan curriculum for ELLs. ELLs are provided with strong Core Instruction in a rigorous and evidence based curriculum, including English Language development for ELLs. ELLs are given extra attention through Intervention and activities targeted to specific students, in addition to core instruction. Intensive and Individualized small group instruction is provided for those in need. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. ELLs are given small group instruction and extra attention. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.
7. For dual language programs, answer the following:
- 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?

P7. We have no Dual Language Programs.

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

8. We evaluate the success of ELL Programs by looking at student progress in meeting AYP, by improvement in the NYSESLAT, and improvement in ELA, Math and Science Assessments. The program is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % of ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. The Home Language Survey (HLIS) is administered to all entrants. Interviews of parents and students are conducted by the ESL Teacher, Doreen Headley, fully certified in ESL. The school secretary, a native Spanish speaker assists with translations during the identification process. All students are tested within 10 days of admission and placed in an ESL class, until parent selection process is completed. The ESL Teacher reviews the HLIS, and makes the formal initial assessment and administers the Language Assessment Battery-R (LAB-R), where necessary. The HLIS is placed in the student’s cumulative folder and remains a part of his permanent record. Spanish lab is administered to Spanish Speaking ELLs. ELLs are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Parents/guardians are notified in advance of test dates. Students are grouped according to testing accommodations needed in reading, writing, speaking and listening.
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).
 2. Students are tested and placed in an age appropriate ESL class within 10 days of registration. Letters are sent out and phone calls made by the ESL Teacher, Doreen Headley, fully certified, inviting parents/guardians to a Parent Orientation Meeting in September. At the meeting materials are available in English and the native language. A film is shown in English and the Native Language explaining the three programs available, Transitional Bilingual, ESL, and Dual Language. A Spanish speaking translator is available to answer questions. Over the phone translations are available for other languages. The ESL Teacher ensures that meetings are rescheduled for parents/guardians who could not make the meeting, so all parents/guardians attend the orientation meeting and understand all program choices. All materials are available in the nine DOE recognized native languages and English to ensure parents/guardians understand their choices. Parents/guardians sign sign-up sheets and Program Selection Forms, which are kept on file. Parents/guardians that chose programs other than ESL are informed that if we get 15 students in two adjacent grades we would create a class. They are also informed that they have a right to a transfer and are aided in obtaining one if they desire it.
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).
 3. The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent’s convenience.
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.
 4. Students are placed into programs based on Parent’s choice. Placement letters are mailed out in September. ESL is available at the school. Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed. Transfers are offered to parents who request this program. All information is available in the native language and English. Spanish language translators are available to explain choices to parents. Parent Selection forms and HLIS forms are kept in students file and in the ESL records.
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).

5. The RLER Report is used to determine NYSESLAT eligibility. All sections of the NYSESLAT are administered to all eligible ELLs. If someone is absent make-ups are scheduled. The NYSESLAT is administered in the following order: Speaking, Listening, Reading and Writing.

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.

6. In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). This year we had two newcomers, their parents chose ESL. Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.

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.

The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent's convenience.

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

In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). This year we had two newcomers, their parents chose ESL. Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent's convenience.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Parent Selection forms and HLIS forms are kept in students file and in the ESL records.

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 RLER Report is used to determine NYSESLAT eligibility. All sections of the NYSESLAT are administered to all eligible ELLs. If someone is absent make-ups are scheduled. The NYSESLAT is administered in the following order: Speaking, Listening, Reading and Writing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent's convenience.

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).

In the past few years 50% of parents chose Transitional Bilingual Program (TBE) and 50% chose English as a Second Language Program (ESL). This year we had two newcomers, their parents chose ESL. Transfers are offered to parents who chose Transitional Bilingual Program (TBE). Parents are informed that if we have 15 students in two adjoining grades who request Transitional Bilingual Program (TBE) or Dual Language Program a class will be formed to accommodate parents wishes. Transfers are offered to parents who request these Programs.

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.
 - In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, PS 243 provides a combination of push in and pull out English as a Second Language services. B. The ESL Program serves 7 students from grades K– 5. Five students are Spanish Speakers, 2 speak Bengali. The ESL instruction is provided through push – in and pull – out programs. Students are grouped according to their grade and level of language proficiency. Proficiency levels are divided into two ungraded pull out groups, one with Beginning and Intermediate students, and one with Advanced and Transitional students. Push-In groups are grouped in heterogeneous proficiency levels.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 2. The ESL teacher provides services to all eligible students in two homogeneous proficiency level pull-out groups. Weekly 360 minutes of ESL are provided to all students in the Beginning and Intermediate Levels of ESL and 180 minutes of ESL and 180 minutes of ELA for Advanced Levels. There are no bilingual classes or Dual Language classes at this school and therefore no Native Language Arts (NLA). An ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, ESL teachers plan carefully with general education teachers to ensure curricular alignment. Transitional students get 90 minutes per week for two years after they pass the NYSESLAT.
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.
 3. We only have ESL at this school. The content areas are taught in the regular classroom and supported in the ESL Program. The ESL Program serves as a focal point of reinforcement of ELL students' concepts of cross-cultural understanding. Providing the opportunity to the ELL student to acquire English proficiency and academic cognitive and cultural knowledge through ESL methodologies to make instruction more comprehensible to the ELL student. 100% of instruction is in English. Occasionally Spanish words are used to aid comprehension and encourage multicultural pride. The ESL teacher uses various techniques and approaches incorporating them into a balanced literacy approach using the workshop model (i.e. Whole Language Approach, Total Physical Response, Cooperative Learning, Cognitive Academic Language Learning Approach, and Phonics). The ESL teacher keeps a strong articulation with the classroom teacher to ensure the academic progress of the ELL participants. The ESL teacher meets weekly with classroom teachers and Articulation Forms are filled out monthly indicating curriculum, topics and skills being covered that month. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. In efforts to raise the learning standards, the ESL teacher uses a variety of literature, graphic organizers (i.e. Venn Diagram, Cause and Effect Chart, Semantic Webs and Story Maps, outlines, strategy charts, etc.) manipulatives, realia, audiocassettes, and storybooks to allow concepts to be taught through activities involving content topic and integrated thematic units. Language activities not only focus primarily on vocabulary learning, but also involve constant reinforcement to acquire language. Reading and Writing Workshop Models are used with Scaffolds to support understanding for second language learners.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. We do not evaluate ELLs in their native language throughout the year because we do not have Bilingual or Dual Language classes. Students are evaluated with the Spanish Lab when they first enter the system.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. ELLs are given lessons and assessments in all four modalities, Speaking, Listening, Reading and Writing. We use Fountas-Pinell in Grades K-2 for Reading, Speaking, Listening and Writing. Students are assessed 3 times a year and Progress Monitoring is done every 2 weeks and running records. We use Dibels for K-2 for Reading, Speaking and Listening and Writing. Students are assessed in this 3 times a year and running records. We use Iready for Grades 3-5 for Speaking, Listening, Reading and Writing. We do Progress Monitoring monthly and do running records. We use ReadyGEN for Grades 3-5 for Speaking, Listening, Reading and Writing. We do monthly conferences, and evaluate a writing piece monthly. We use Gheens Academy for Grades 3-5 for Speaking, Listening, Reading and Writing. Students are assessed 3 times a year and we do running records. We have Wilson Intervention Program for Grades 1-5 for Speaking, Listening, Reading and Writing. Students are assessed 3 times a year and Progress Monitoring is done monthly. We use Strategy Specific Reading Intervention Program for Grades 3-5 for Speaking, Listening, Reading and Writing. We do pre and post assessments, Progress Monitoring monthly and running records. Sight Word Intervention is done with Grades K-2 for Speaking, Listening, Reading and Writing. We do a pre and post assessment, Progress Monitoring monthly, and running records. The ESL Teacher does Sight Word Testing with Grades K-5 monthly for Speaking, Listening and Reading. We do Progress Monitoring monthly and running records. We have Sight Words and Comprehension After School Program for Grades 1-2. We do Progress Monitoring monthly and running records.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
6. a SIFE- We differentiate instruction for SIFE students by giving them a double period of ESL daily and small group instruction. We use the Moving Into English Program for grades K-3. We use Santillana Intensive English grades K-5. Groups are differentiated. Sometimes grouped homogeneously, sometimes heterogeneously sometimes random grouping and sometimes by student choice. Visuals, graphic organizers, manipulatives, Total Physical Response and scaffolds are used to aid comprehension.
6. b NEWCOMERS- We use the Moving Into English Program, grades K-3, Strategy Specific Reading Intervention Program, ESL-Scott Foresman Program., Phonics and Friends Program, Sight Word Sentence Builder. Groups are differentiated. Sometimes grouped heterogeneously, sometimes homogeneously sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers Total Physical Response and scaffolds are used to aid comprehension.
6. c ELLs receiving services 4-6 years- We use Into English, Hampton Brown, Moving Into English K-3, Verb Conjugator Computer program, Leap Into Language 3 Grades 2-5, for Math, Science, Social Studies and Language. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.
6. d LONGTERM ELLs- We use Moving Into English K-3, Into English Program Hampton Brown, Great Leaps Reading, Verb Conjugator Program. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously, sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.
6. e Former ELLs- We give them two periods of ESL a week to support them in their classwork. Former ELLs get test accommodations for two years after they test proficient. Groups are differentiated. Sometimes heterogeneously, sometimes homogeneously, sometimes random grouping and sometimes by student choice. Visuals, manipulatives, graphic organizers, Total Physical Response and scaffolds are used to aid comprehension.
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.
7. ELL-SWD- We have Moving Into English Program Grades K-3, Phonics and Friends Program Grades K-3, Sight Word Sentence Builder Leap Into Language 1, K-2, Simple Sentence Structure Program grades 3-5, Apple Education Series Writing and Publishing tools, Grades 3-5, ESI Scott Foresman Grades 3-5. Emphasis is put on vocabulary development, extra time is given to practice applying vocabulary. Extra time is given to simultaneously process the language and the content. Visual displays, illustrations, and kinesthetic activities are used. Paired oral rehearsal of academic language is used.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Chart The ESL Teacher works closely with the Special Education Teacher to plan curriculum to support ELL-SWDs to achieve their IEP goals and attain English proficiency. Scheduling is flexible and push-in is used to support students in their appropriate environment.

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?

9. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students. All services are offered in English.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
	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.

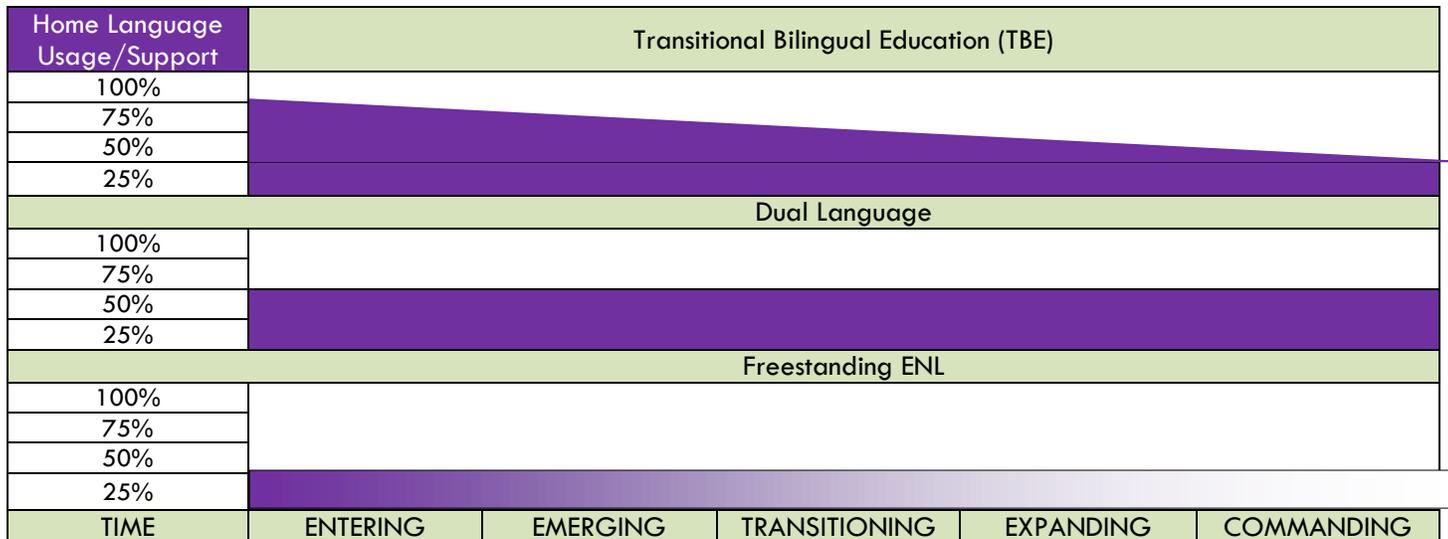


*Note: “other approved services” does not apply to New York City at this time.

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.
10. The program's effectiveness is evaluated by a 5 point increase in NYSESLAT scores across the modalities. For 60 % ELL students in the testing grades (grades 3-5) will move to the next level on NYS ELA. 75% of ELL Students will increase one level on the NYS Math Assessments. 75% of ELL Students will increase by one level in the NYS Science Assessment.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. Some new programs planned for upcoming year are new ESL Computer Programs and new libraries for ESL. We are planning on getting more bilingual dictionaries, picture dictionaries and bilingual books and phonics programs. The ReadyGEN Program for Speaking, Listening, Reading and Writing, Iready software for the computer and the Go Math Program.
12. What new programs or improvements will be considered for the upcoming school year?
12. No programs or services are planned to be discontinued for the upcoming year. We have Kaplan ELA available for intervention for the ELA. We have Kaplan Math, Leap Into Language Program 1 for grades K-2, Leap Into Language 3 grades 2-5 for Math, Science, Social Studies and language. Bilingual Libraries are available for students.
13. What programs/services for ELLs will be discontinued and why?
13. ELLs have equal access to all available programs. Thirty percent (30%) of the ELL student population are in Special Education settings, i.e. self-contained or integrated co-teaching classes. Seventy percent (70%) are in General Education. We have intervention programs to help SIFE students, long term ELLs, Special Education students, Newcomers, and students reaching proficiency on the NYSESLAT. We have a double ESL period everyday, for all of the above, small group instruction, Extended Day, After School Programs, Balanced Literacy Program for grades K to 5. I- Zone digital learning Program for grades four and five, Voyager Reading Program, Great Leaps Math Program, Wilson Reading Program, Resource Room, Kaplan ELA, Kaplan Math, extended day and after school programs. For students reaching proficiency in the NYSESLAT in addition to the above, we also have two periods of ESL a week available. We also have testing accommodations for students reaching proficiency in the NYSESLAT for two years after they pass the NYSESLAT. They get time and a half for the test and separate locations.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. Instructional materials to support ELLs- We use Moving Into English Program, Into English Program, Santillana Intensive English Program. For content areas we have Reading First, Voyager Reading Program, Great Leaps Reading, Time To Know Writing Program, Wilson Foundations, Wilson Reading Program, Kaplan ELA, Kaplan Math.
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.
15. In ESL all instruction is 100% in English with native language supports. We do not have a Transitional Bilingual Program (TBE) or a Dual Language Program at this school because the numbers do not permit this. We have Bilingual Libraries, bilingual dictionaries and glossaries available to support ELLs in their native language. We use the buddy system so that students support each other in their native language. We use web based activities, such as The International Children's Digital Library and Colorin Colorado for native language support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are tested and placed in an age appropriate ESL class within 10 days of registration. Letters are sent out and phone calls made by the ESL Teacher, fully certified, inviting parents/guardians to a Parent Orientation Meeting in September. At the meeting materials are available in English and the native language. A film is shown in English and the Native Language explaining the three programs available, Transitional Bilingual, ESL, and Dual Language. A Spanish speaking translator is available to answer questions. Over the phone translations are available for other languages. The ESL Teacher ensures that meetings are rescheduled for parents/guardians who could not make the meeting, so all parents/guardians attend the orientation meeting and understand all program choices. All materials are available in the nine DOE recognized native languages and English to ensure parents/guardians understand their choices. Parents/guardians sign sign-up sheets and Program Selection Forms, which are kept on file. Parents/guardians that chose programs other than ESL are informed that if we get 15 students in two adjacent grades we would create a class. They are also informed that they have a right to a transfer and are aided in obtaining one if they desire it.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Support Services and resources are available to all ELLs' age and grade levels. For Grades K-2 we have Sight Word Intervention and Sight Words and Comprehension After School Program. For Grades 3-5 we have Strategy Specific Reading Intervention Program. We have the ReadyGEN Program for Grades K-5. It has scaffolding handbooks to aid ELLs comprehension. The ESL Teacher meets with classroom teachers to plan instruction and to make sure curriculum is aligned to ELL's ages and grade levels.
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).

We do not have a program to assist newly enrolled students at the beginning of the year because the numbers don't require it. We had 2 newly admitted entitled students this year.

19. What language electives are offered to ELLs?

There are no language electives available to ELLs.

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)?

19. We do not have a Dual Language Program because the numbers do not permit this.

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. We have ongoing Professional Development monthly. Included in the Professional Development are: the Assistant Principal, all Teachers, Special Education Teachers, ESL Teachers, Guidance Counselors, Psychologists, and Related Service providers. Workshops are provided covering all content areas, the first Monday of October, November, December, January, February, March, April and May.

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?

2. The following workshops were taken by teachers on ESL Staff: Meeting CCLS for ELLs, Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers and coaches for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Parent Coordinators and Teachers are available to assist ELLs transitioning from elementary to middle school. They attend the same workshops listed above.

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.

4. The following workshops were taken by teachers on ESL Staff: Meeting CCLS for ELLs, Building Instructional Strategies for Success on the NYSESLAT for students K-8, Art and Literacy for ELLs and Teaching ELLs Across the Content Areas, Incorporation of ESL Strategies into the classroom/content area instruction, NYSESLAT training and scoring, Differentiated Instruction for ELLs. The ESL Teacher meets with teachers for collaborative planning. Certificates are given for workshops attended and kept in teachers file.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 1. Overall Parent involvement is developing. Parent Orientation sessions are provided to inform ELL parents of the general requirements of the program for Bilingual Education, and or Freestanding ESL, and the various language programs available, State Standards, assessments and school expectations. In addition, parents were informed about the procedures for the placement of their children. A Parent Orientation Meeting is scheduled annually for the beginning of October. Meetings are rescheduled for all that cannot attend to ensure that every parent can attend. Parents learn about the language programs available, and how to help their children with their homework. Translators are available for Spanish Speakers. Over the phone translations are available for other languages.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
 2. The school does not partner with other agencies.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 3. Every parent fills out a Home Language Survey indicating the language their child speaks. The child is administered the LAB-R to identify Program needs. Parents are sent Parent Selection Forms, and attend Orientation Meetings, where they learn about language programs available and select an appropriate program for their child. Translators are available in Spanish, over the phone translation is available in other languages. The Parent Coordinator helps distribute the Parent Survey forms and helps to contact parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. We have two orientation meetings annually and two Open School nights a year and the Weeksville School.org, where parents can e mail me about their concerns. Parents learn about language Programs available and participate in activities to learn to help their children with homework.
5. How do you evaluate the needs of the parents?

Every parent fills out a Home Language Survey indicating the language their child speaks. The child is administered the LAB-R to identify Program needs. Parents are sent Parent Selection Forms, and attend Orientation Meetings, where they learn about language programs available and select an appropriate program for their child. Translators are available in Spanish, over the phone translation is available in other languages. The Parent Coordinator helps distribute the Parent Survey forms and helps to contact parents.
6. How do your parental involvement activities address the needs of the parents?

We have two orientation meetings annually and two Open School nights a year and the Weeksville School.org, where parents can e mail me about their concerns. Parents learn about language Programs available and participate in activities to learn to help their children with homework.

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.

Part VI: LAP Assurances

School Name: **The Weeksville School**

School DBN: **16K243**

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)
KAREN HAMBRIGHT GLOVER	Principal		10/9/15
DOLORES PAULINE	Assistant Principal		10/9/15
NORVENA ANDERSON LOGAN	Parent Coordinator		10/9/15
	ENL/Bilingual Teacher		10/9/15
OCTAVIA MILLER	Parent		10/9/15
CORDELL RIGG	Teacher/Subject Area		10/9/15
CALVIN BREEDY	Teacher/Subject Area		10/9/15
MARGARET OVERBACH	Coach		10/9/15
KIA MOAT	Coach		10/9/15
ANDREA JOHNSON	School Counselor		10/9/15
EVELYN SANTIAGO	Superintendent		10/09/2015
JOANNE JOYNER-WELLS	Borough Field Support Center Staff Member _____		10/9/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **16K243** School Name: **THE WEEKSVILLE SCHOOL**
Superintendent: **EVELYN SANTIAGO**

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.

There are so many LEP/ELLs in the NYC public school system, therefore, it is very important to be able to communicate with, and inform, their parents of all matters that concern their children's education. Pursuant to Chancellor's Regulation A 663 the school will identify the primary language needs of the parent population via a survey. During the first month of the school year, the general education teacher of an ELL gets to know and surveys the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional clues about the needs of the parents.

A staff member that lives in the community has knowledge of its workings, too.

After all the data has been collected, within 30 days of enrollment, the Principal and a School Committee assess the language needs and devise a plan of action to help the parents. Records of the findings are kept on file on student record cards and ats. The results of the data show that 6% of our parents speak Spanish, 0.30% speak Bengali, 0.15% speak Chinese, and 0.15% speak Arabic. They require written and oral interpretation. The results are reported at PTA Meetings. Resources are used from the Translation and Interpretation Unit, and signs are displayed in 8 Languages.

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

The major findings are that 6% of our parent population require written translation and oral interpretation in Spanish. 0.66% of our parent population require written translation and oral interpretation in Bengali. Through the school's strategies and varied activities, the plan of action will attempt to strengthen the ties between school and home. Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Bengali. This includes the principal, teachers, paras, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations can also be very helpful to a school. Recruiting of parent volunteers is an essential component in the plan of action. Even an adult relative can assist because he has been living in America longer than the rest of his family.

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.)

Written translation services will be provided via the Department of Education's translation services. All documents in need of translation will be emailed to this division in Word format. Translation services generally take about 3 days for turn around. An accurate record of families requiring translated documents will be kept so that all letters/documents sent home will be sent in the appropriate language on the same day (to the extent possible) as the English version. Report cards will continue to be sent home with translations as needed. Parent Association communications are also sent with Spanish translations.

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.

From all these people, oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, schoolwide events and telephone calling. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school can purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance.

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.

The ESL Teacher sends out entitlement letters and the Program Selection forms in English and the nine native languages recognized by the DOE. Followup calls are made by the ESL Teacher to ensure that all forms are returned. The ESL Teacher keeps records of returned forms and follows up to ensure all forms are returned. Forms are placed in the students cumulative file. A log is kept of contacts made with Parents/guardians. Parents are invited to a Parent Orientation Meeting to discuss parent options and fill out Parent Survey Forms. Meetings are scheduled at parent's convenience.

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.

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school. Translated signs will be posted to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services. The school provides translated versions in the required languages of The Bill of Parents Rights and Responsibilities.

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.)

We have ongoing Professional Development monthly which include T & I brochure, language ID guide and language palm cards. Included in the Professional Development are: the Assistant Principal, all Teachers, Special Education Teachers, ESL Teachers, Guidance Counselors, Psychologists, and Related Service providers. Workshops are provided covering all content areas, the first Monday of October, November, December, January, February, March, April and May.

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

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school. Translated signs will be posted to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services. The school provides translated versions in the required languages of The Bill of Parents Rights and Responsibilities.

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)

The Parent Coordinator helps distribute the Parent Survey forms and helps to contact parents.