



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	13K305
School Name:	P.S. 305 DR. PETER RAY
Principal:	JULIA MORTLEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Dr. Peter Ray Elementary School School Number (DBN): 13K305
Grades Served: PK-5
School Address: 344 Monroe Street, Brooklyn, NY 11216
Phone Number: 718 789-3962 Fax: 718 622-3474
School Contact Person: Dr. Julia Mortley Email Address: jmortle@schools.nyc.gov
Principal: Dr. Julia Mortley
UFT Chapter Leader: Ms. Clara Stovall
Parents' Association President: Ms. Lincia Thomas
SLT Chairperson: Ms. Kathy Polight
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 13 Superintendent: Ms. Barbara Freeman
Superintendent's Office Address: 355 Park Place, Brooklyn, NY 11236
Superintendent's Email Address: Bfreema6@schools.nyc.gov
Phone Number: 718 636-3284 Fax: 718 636-3266

Borough Field Support Center (BFSC)

BFSC: North Brooklyn Director: Ms. Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Room 501 Brooklyn, NY 11201
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 728 225-5119 Fax: 718 935-4314

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Julia Mortley	*Principal or Designee	
Ms. Clora Stovall	*UFT Chapter Leader or Designee	
Ms. Lincia Thomas	*PA/PTA President or Designated Co-President	
Ms. Meryl Skeete	DC 37 Representative (staff), if applicable	
	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	
Ms. Kathy Polight	Member/	
Ms. Robin Richardson	Member/	
Ms. Melecia Lowe	Member/	
Ms. Hyreal Marquez	Member/	
Ms. Aaliyah Mack	Member/	
Ms. Shaquanna Sowell	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Public School 305 is a Pre-K to 5 elementary school that is located in the Bedford-Stuyvesant section of Brooklyn, New York. It is a well-kept 53 year old building that is co-located with Middle School 301.

According to the latest available ethnic data, **77.25%** of the students are African American, **10.58%** are Hispanic, **4.23%** are Asian, **5.29%** are American Indian/Alaskan Native/Native Hawaiian/Other Pacific Islander and **2.65%** are white. The majority of our students are from low income families with approximately **87.2%** qualifying for free lunch to date.

At P.S. 305, our mission is to provide students with a rigorous curriculum that promotes thinking and creativity by focusing on developing the whole child to reach his/her potential as a learner. In keeping with our school's motto, "It takes a whole village to raise a child," our goal is to ensure college and career readiness for every learner by engaging all stakeholders in collaborative decision-making.

In keeping with the demands of the Common Core Standards (CCS) which calls for rigorous instruction, more collaborative professional learning and addressing the needs of the whole child and having knowledge of your students, we are focusing on supplementing teacher practice, the school's instructional focus, and our students' social and emotional well-being and attendance rates with programs, collaborations and partnerships that will impact upon student achievement in ELA and Math.

For the past 4 years, we have implemented PBIS (Positive Behavior Intervention Support) system to reward students for good behavior academics and attendance. This school year, we will supplement PBIS with the Franklin Covey's, "The Leader in Me" program which will provide a structured school wide improvement plan to help both students and adults reflect on social emotional behaviors. The Project Boost program will also serve to motivate our struggling 3rd, 4th and 5th grade boys who need an extra boost to move at least one level in Reading and Math. In the Project Boost program, students are motivated by participating in cultural activities and trips.

To address the needs of our struggling readers we have partnered with Reading Partners and Reading Rescue (both non-profit organizations) to provide one to one tutoring in the area of reading for struggling readers. We will continue to use the MyOn digital website program that allows students to access books at school or at home from any digital device (I-pad, laptop, android or I-phone etc.) to give our students an opportunity to improve in the area of reading. In addition, the I-ready program will be used as a supplement to address the needs of our students approaching grade level standards in reading.

In strengthening teacher practice, we will continue to provide support in the area of Math to the teachers with a consultant who will help teachers plan rigorous tasks upon completion of each unit and provide the coaching to improve instructional practice in this area. Moreover, we will continue with our Saturday Math Camp program to provide our struggling Math students with the essential skills to boost and enhance student performance in Mathematics. We will also continue to improve student writing by crafting rigorous on-demand common core aligned performance tasks for our students. Our school will work with a consultant who will provide coaching and mentoring for the teachers while planning rigorous tasks with them. We will also continue to strengthen teacher practice by utilizing the TERC data training that we received this year to dig deeper so that we can move towards customization of instruction for groups of students. Our goal this school year for teachers is to become more proficient in using tuning protocols to analyze data, look at student work, reflect on lessons and invite their peers to observe them for feedback and suggestions.

In reflecting on the recommendations made on the last Quality review, it is very clear that our strength lies in setting high expectations and executing our plans to so that staff, students and parents understand the goals of the school. Our challenge however remains in moving our students to higher levels of proficiency in the areas of ELA and Math. We will therefore continue to focus on close reading of texts by incorporating more independent reading into our daily program, building vocabulary, improving group discussion by finding and citing text based evidence and asking higher level questions and infusing rigor into performance tasks in both ELA and Math.

In balancing out the serious work that we have started to implement for this year, we have planned some wonderful school wide activities that engage students, staff and parents in the school community. At P.S. 305, you will see our students, staff and parents become excited for example - at the Back to School Parade, Fathers Bring Your Children to School, Wear your Jersey Day, the Village Run, Random Acts of Kindness Day, Leaders in the Spirit of Martin Luther King Day, School Science Fair, Dr. Seuss Day, 100 Days of School Day, Valentine's Day Dance, Easter Sock Hop, Career Day, Field Day, the PTA Fashion Show, School Carnival and more. We will continue to work on our goal of increasing parent attendance at these school events by engaging them through our themed parent engagement activities.

13K305 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	188	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		87.6%	% Attendance Rate	89.3%
% Free Lunch		86.3%	% Reduced Lunch	5.0%
% Limited English Proficient		9.1%	% Students with Disabilities	16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.4%	% Black or African American	80.4%
% Hispanic or Latino		11.4%	% Asian or Native Hawaiian/Pacific Islander	5.5%
% White		1.4%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.17	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.6%	Mathematics Performance at levels 3 & 4	15.5%
Science Performance at levels 3 & 4 (4th Grade)		53.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	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		NO		
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		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>At P.S. 305, one of our major goals is to set high standards and implement instruction that is customized, inclusive, motivating and aligned to the Common Core.</p> <p>In our most recent Quality Review in October 2014, it is evident that our instructional core needs to be strengthened. While our units of study incorporate CCLS and focus on close reading and citing text based evidence, we need to do the following consistently in all classrooms –</p> <ul style="list-style-type: none"> Continue to dig deeper with student data in order to make curricular and instructional adjustments so that teachers can improve unit and lesson planning to: continue to use D.O.K to craft and ask higher order thinking questions; continue to increase vocabulary and writing performance tasks; and strategically plan and differentiate activities for SWD’s and ELL’s; and improve and increase specific actionable feedback to students. Last year’s Quality Review also recommended that we design units and lesson plans that incorporate rigorously designed academic tasks that emphasize higher order thinking skills. <p>Given these recommendations, we will continue to focus on developing structures that will allow teachers to dig deeper using student data in order to adjust instructional practices that impact on student achievement in the area of reading</p>		

Part 2 – Annual Goal

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

By June 2016, P.S. 305 will set up structures wherein teachers can collect and analyze student data; monitor student progress and make curricular and instructional adjustments resulting in 60% of students making a minimum increase of two reading levels in the Fountas & Pinell Reading Benchmark system

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>A TERC Data refresher training will be provided so that teachers can continue to analyze student data, make adjustments to instructional practice and monitor the impact of instructional practice on student achievement. The Leadership/PD Team will also continue to work directly with grade teams in utilizing protocols that will help teachers reflect on their lesson plans and student work in order to</p>	<p>All teachers</p>	<p>September 2015 to December 2015</p>	<p>Terc Data Coach, Principal, Leadership/PD Team members, Teachers</p>

make curricular and instructional adjustments in the area of reading			
The Borough Field ELA Coach will provide PD and guidance related to the implementation of instructional practices based on student data. The school's ELA instructional leads will also help the school streamline the professional development program based on student data. The Borough Field's Special Education Coach will work directly with ICT teacher teams and special education teachers to ensure that strategies and activities for special education and at-risk students are appropriate and rigorous	All teachers, Students	September 2015 to December 2015	Consultants/ Borough Field Coaches, Principal
Support for teachers in the area of reading will be provided by the Borough Field ELA Coach and the Professional Development team. Support for teachers will also be provided by coaches from the Reading Partners and Reading Rescue programs. These programs provide one to one instruction in the area of reading for our Tier 3 students. Support for our students will also be provided through the MyOn digital reading program and support for our Tiers 1 and 2 students will be provided through the I-Ready program.	All teachers	September 2015 to December 2015	Principal, Network ELA Coach Reading Partners Coach and Reading Rescue Coach, PD Team, Teachers
Parent involvement programs will include themed parent engagement activities (e.g., Hot Chocolate and Chocolates) to inform parents about the curriculum and other	Parents, Families	September 2015 to December 2015	Principal, teachers, Parent Coordinator

aspects of school life. The goal is to promote literacy development at home and encourage parents to become partners with us in educating children.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Data Coach to provide TERC Data Refresher Training to teachers • Borough Field Coaches to provide professional development in ELA/Reading practices • Funding for Reading Partners to provide one to one reading instruction • Central will provide MyOn Digital Reading Program • Funding to purchase I-Ready Reading Licenses • Funding for Parent Activities • Funding for sub teachers • Funding for Reading Rescue materials (one to one tutoring program for first graders) 											
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		P/F Set-aside	X	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.
<u>March 2016, will be the midpoint benchmark period for us to determine if we are meeting our goal. We will determine progress by looking for 60% of our students to increase by at least one reading level</u>
<u>Teachers will administer the second round of the Fountas & Pinnell reading benchmark system starting in January 2016 and ending in February 2016.</u>
<u>By June 2016, we will determine progress by looking for 60% of our students to increase by at least two reading level.</u>
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- 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.

At P.S. 305, it is one of our goals to provide a supportive environment for children by establishing a culture that makes children feel safe and supported by teachers and peers.

In the past 3 years, we have been implementing PBIS (Positive Behavior Intervention Support) system to reward students for good behavior, academics and attendance. We have established a **Go Green** chart structure to monitor student progress in daily behavior and the S.T.A.R. (**S**afety; **T**ake Responsibility; **A**chieve Goals; and **R**espect for All) system to reward students for consistently demonstrating these traits. Although we are continuing to streamline our activities related to PBIS (i.e., rewarding students with STAR Bucks; collecting data related to the Go Green Chart etc), individual student attendance still remains a challenge. Our attendance rate for the 2014-2015 school year is still hovering around the 89%. Last school year (2013-2014), we attributed our 89% rate to low attendance on half days, early dismissal days and days with inclement weather. In the upcoming school year, we will be seeking to improve attendance to 90% while supporting our students with Franklin Covey’s ‘The Leader in Me’ program – a program that focuses on addressing social emotional behaviors through reflection and character building activities.

Given that our attendance rate is hovering around the 89% for this school year, we will not have early dismissal days; and we will survey our students to determine the types of activities that we can plan for them on Fridays. We will continue to focus on engaging students, staff and parents to participate in a system that focuses on promoting positive social and emotional behaviors and rewarding students for demonstrating these positive behaviors and good attendance

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, we will see an increase of 1% in overall student attendance (from 89% to 90%) as evidenced by participation of staff and students in a comprehensive school wide PBIS and “The Leader in Me” program to promote social and emotional behaviors for a successful, safe, supportive and collaborative environment

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>The Attendance Team will track the attendance of students through reports that monitor students who</p>	<p>Students</p>	<p>September 2015– June 2016 Monthly</p>	<p>Attendance Team members, Principal, Teachers</p>

<p>fall below 90% monthly. For students whose attendance fall below 90% but make improvements each month, the team will reward and acknowledge them for making progress. The Attendance Team will ensure that procedures are followed and that all key players understand their roles. Correspondence regarding attendance expectations will be shared with parents throughout the year</p>			
<p>The PBIS Team will continue to attend City wide sponsored meetings. The PBIS Team will continue to set up the reward students with S.T.A.R. Bucks when they improve in attendance, Stay on Green for the week (for good behavior) and attain 85% or better on their class based unit tests and school benchmark tests. The teachers will record the number of S.T.A.R. Bucks that students have accumulated in these three areas on a monthly basis via a PBIS Data tracking sheet and submit to the PBIS team. Team members in turn track this student data to reward students with S.T.A.R. Bucks so that the students can shop in the S.T.A.R. Bucks store. The PBIS Team and the Attendance Team will collaborate to sponsor themed activities like <i>Club Day</i>, <i>Mardi Gras Day</i>, <i>Over the Big Top Day</i> etc. to motivate students to come to school on half days, and days with inclement weather. The Project Boost program for 3rd, 4th and 5th</p>	<p>Teachers, Students</p>	<p>September 2015 Monthly</p>	<p>PBIS Team members, Principal, teachers</p>

grade struggling boys will continue so that they can participate in cultural motivational activities to boost self-esteem and academics.			
Parents will be notified when their children achieve good attendance, demonstrate good behavior and accomplish good grades. They will be notified with good news if their children also improve in attendance, behavior and academics. Our Parent Teacher Engagement activity in May will include an awards ceremony for both the students and the parents. The PTA will sponsor a Student Awards/Recognition ceremony every other month at meetings.	Parents/ Guardians/ Families	September 2015 –Monthly	Attendance and PBIS teams, Teachers, Principal, Parent Coordinator
In August 2015, “The Leader in Me” program will be introduced as a supplement to our existing PBIS program to track the social and emotional behaviors of the students. The implementation of the program will take place after training. The data relating to both programs will be shared with the school community	Teachers, Students	September 2015 – June 2016 Monthly	PBIS Team, Principal, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • PBIS Team Coach to turnkey information learned from Citywide sponsored trainings • The Leader in ME Coach will provide ongoing PD to staff throughout the year • PBIS Team members to provide professional development to staff • Funding for S.T.A.R. Bucks store items

- Funding for Parent awards

- Funding for **Project Boost** (a motivational program for 4th and 5th graders to boost self-esteem and academics through cultural)

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

Part 5 – Progress Monitoring

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

By the end of January 2016, we will assess our first term attendance to determine progress towards our goal.

- Daily ,weekly and monthly monitoring of attendance will take place
- Monthly attendance will be shared with the staff
- In January we will be looking for 90% or better in overall attendance

We will also look for the number of students who improved their attendance from the beginning of the year to the end of January 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.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	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>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>At P.S. 305, our goal is to motivate all teachers to be committed to the success and improvement of their classrooms and the school. It is our goal to establish a culture of professional collaboration wherein teachers will participate in professional development that will lead to increased student achievement and continuous improvement.</p> <ul style="list-style-type: none"> On our October 2014 Quality Review, we were rated as proficient in the area of Teacher teams and leadership development. Our success in this area can be attributed to the formation of our Courageous Leadership team. The training that this team received from the Hope Foundation three years ago led us to not only re-author our school’s mission statement but to embrace a data collection and analysis protocol to analyze student data and record next steps. Two years ago, two Courageous Leadership team members were sent to the SRI Conference in Boston, MA, to learn more about how to use protocols with teacher teams. After they returned from the conference, they were equipped to share another protocol (Looking at Student Work) with the staff. Also, participating in the Teacher Leadership Program (TLP) (2014-2015), had helped the TLP team members to advance their skill in utilizing protocols and turn-keying this training to teachers, so that they can reflect on lessons, enhance them and adjust practice. In the upcoming school year, the TLP team members will sustain the work of using protocols to cull and analyze data in order to determine next steps for students and adjust instructional practices by meeting with grade band teams during OPW time. Our goal is to effectively support teachers in analyzing data to glean information about students’ progress and learning needs in order to make timely adjustments to curricula and instruction. <p>Given that our goal for this school year is to enhance and deepen the work of teacher leadership and to cultivate a culture wherein teachers continually support each other, grow in practice and build capacity to increase student</p>		

achievement, we will continue to utilize tuning protocols to adjust instructional practice related to writing performance tasks.

Part 2 – Annual Goal

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

By June 2016 all teachers will be engaged in teacher collaborative team work to evaluate writing performance tasks as measured by appropriate rubrics and a prescribed protocol to adjust teacher practice so that 5% of students in grades 3 to 5 can move up one level on at least 2 traits on the MOSL performance task by May 2016

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>The members of the (2014-2015) TLP team (2014-2015) will turn key protocols that can be used to reflect on</p>	<p>Teachers</p>	<p>October 2015- May 2015</p>	<p>TLP Team members</p>

lessons and adjust practice. Teachers/grade teams will practice protocols			
School's Inquiry work will focus on grades teams/teachers using the data analysis process learned through TERC data training to work collaboratively to identify the students' areas of weakness on the MOSL performance task and craft a prescribed plan of action for each student. Teachers will research and implement strategies to improve student outcomes, especially for ELL's and SWD's to ELL's and SWD's. The Borough Field ELL and Special Ed Coaches will support teachers by providing strategies that they can use in writing for ELL's and SWD's.	Grade teams, teachers	September 2014- June 2015	Network ELL and Special Ed Coaches, Teachers/Grade teams
Grade Team teachers will use MOSL data to glean information from student data to craft formative common core aligned writing performance tasks which will be measured by common core aligned rubrics. Teachers will be supported in writing unit and lesson plans by an ELA Consultant.	Teachers	November 2015 – June 2016	TLP and PD team members
Teachers will share progress reports with parents/families on how students are performing on ELA writing performance tasks.	Parents, Families	October 2015 – June 2016	Teachers

Part 4 – Budget and Resource Alignment

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

- TLP Teacher Coaches to turn-key information
- Borough Field ELL and Special Ed Coaches/Specialists to provide strategies for ELL's and SWD's
- Center for Professional Educators and Teachers (CPET) and Network ELA Specialist will provide professional development in writing

Funding for sub teachers

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

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

Part 5 – Progress Monitoring

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

By February 2016, grades 3-5 teachers will evaluate the results of the mid-year MOSL performance assessment for growth on at least 2 traits on the performance task rubric

- TLP team will lead grade band teams in using protocols to discuss student data in writing
- The Principal will observe teachers and give feedback on the use of the protocol
- The Principal will give observational feedback on strategies used by teachers to improve student writing
- Teachers will administer mid-year MOSL assessment by the end of January 2016

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>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>It is the goal of leadership to nurture the professional growth of teachers and staff and deliver the instructional and emotional support needed to drive student achievement.</p> <ul style="list-style-type: none"> At the beginning of the school year, the principal communicates high expectations to the staff by discussing the State and City Wide Expectations; sharing student achievement results and school reports, reviewing the Staff Handbook, and engaging the community in setting goals for the school year. Engaging in the goal-setting activity together helps us to build a culture of mutual accountability and professionalism wherein all staff members begin to understand the expectations from the Danielson Rubric, ongoing professional development participation, grade team planning; and curriculum implementation. Giving staff an opportunity to have input in goal setting fosters a culture of collaboration and teacher leadership. <p>Since clear expectations are also communicated around teacher practice and student achievement, one of the goals is to evaluate teacher practice using the Danielson Framework for Teaching rubrics</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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 the school leader will implement frequent cycles of observations using the Danielson Framework for Teaching so that 75% of teachers will demonstrate proficiency in their instructional practice as evidenced by 1 HEDI rating increase in one of the required components in Domain 3 (instructional practice) in the ADVANCE evaluation system

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>Teachers will meet with Principal to establish one to two professional instructional goals based on last year’s areas of weakness as reflected on the Danielson Framework for Teaching rubric</p>	<p>Teachers</p>	<p>September 2015- October 2015</p>	<p>Principal</p>
<p>Principal will observe teachers and give feedback,</p>	<p>Teachers</p>	<p>September 2015- October 2015</p>	<p>Principal</p>

especially in the goal that they are working on for the year.			
Teachers will engage in peer observations based on data analysis process of looking at student work and reflecting on lessons through the use of protocols	Teachers	January 2015 – June 2016	2014-2015 TLP members; Teachers
Talent Coach will provide PD on Domain 3 components for staff. Principal and a small team of teachers will participate in the Danielson Cluster Pilot program for the 2015-2016 to glean insights into streamlining instructional practices to improve student achievement	Teachers	October 2015 – June 2016	Danielson Cluster Pilot Team; Talent Coach; Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Talent Coach to provide training 											
Funding for subs cover classes for peer observation and Danielson component training											
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		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, Principal will conduct one on one sessions with teachers and analyze ADVANCE reports to determine the percentage of teachers who moved up one HEDI rating in one of the required components in Domain 3.
<ul style="list-style-type: none"> Each teacher will conduct a self-assessment on teacher practice progress before coming for one on one conference and bring student work to discuss progress.
Principal will pull tracking reports from ADVANCE in preparation for one to one conferences
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.	D
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The Principals’ goal is to provide a warm and welcoming environment for families and developing partnerships to bring the much needed resources for families and students into the building.</p> <ul style="list-style-type: none"> With regard to establishing partnerships with families to support students’ progress towards college and career readiness, we have shared our expectations for meeting and making progress towards grade level standards during Meet and Greet Night with parents. We are working to improve our communication with the parents by developing class websites (it is our goal for all teachers to share websites with the parents for the new year) and engaging them in fun activities during Parent Engagement Tuesdays. During some of these activities, we will keep parents/families abreast of their children’s progress and any other salient information that they need to know. There was an increase from 2014 to 2015 in parents completing the NYC School Survey. <p>In focusing on more parent engagement activities this upcoming year, our goal is to steadily increase parent attendance in parent engagement activities.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, there will be a 10% increase in parent involvement from 57% to 67% and better as evidenced by participation in filling out the NYC School survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>During Parent Engagement Tuesdays, teachers will plan activities for parents, work on websites, create a newsletter, and work on progress reports</p>	<p>Parents/families</p>	<p>September 2015-June2016</p>	<p>Teachers, Parent Coordinator, Principal</p>
<p>Parent Coordinator will plan workshops related to the Common Core standards. Teachers will also engage parents in activities related</p>	<p>Parents/families</p>	<p>September 2015-June2016</p>	<p>Parent Coordinator</p>

to the curriculum during Parent Engagement Tuesdays			
Teachers will meet with parents at Parent Teacher Conferences , parent Engagement Tuesdays and other convenient times to inform parents of student progress	Parents/families	September 2015-June2016	Teachers
Class websites will provide parents with specific information and keep parents informed on what's taking place in the classroom.	Parents/families and Students	September 2015-June2016	Principal, and two Courageous Leadership team members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Parent Coordinator to conduct workshops • Funding for parent activities 											
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		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By the end of January 2016, the data for Parent Engagement Activities will be analyzed for increased parent attendance										
<ul style="list-style-type: none"> • Parent coordinator will send out flyers to parents informing them about Parent Engagement activities • Teachers will plan and conduct activities 										
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)	<p>K-3 – Students scoring between 0% – 74% on Beginning of the Year Baseline Assessment</p> <p>Gr 4- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut off score on the 3rd grade NYS ELA test.</p> <p>Gr 5- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut on the 4th grade NYS ELA test.</p>	<p>Tier I Interventions: Differentiated Instruction, Read-Alouds, Shared Inquiry; I-Ready Computer Adaptive instructional program.</p> <p>Tier II Interventions : Repeated Reading, Interactive Read-Alouds, Guided Reading, Teacher-Student Conferences</p> <p>I-Ready Computer Adaptive instructional program.</p> <p>Tier III Interventions : Great Leaps, Reading Rescue, Reading Partners</p>	<p>Tier I – small group in the classroom; Individual</p> <p>Tier II - targeted small group in the classroom; Individual</p> <p>Tier III - targeted small group or one to one tutoring by a teacher, paraprofessional or Reading Rescue and Reading Partner teaching professional who pulls students out</p>	<p>Tier I – During the school day</p> <p>Tier II - During the school day</p> <p>Tier III - During the school day</p>
Mathematics	<p>K-3 – Students scoring between 0% – 74% on Beginning of the Year Go Math Beginning of the Year Assessment</p> <p>Gr 4- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut scores on the 3rd grade NYS Math test.</p>	<p>Tier I Interventions: Cooperative Problem Solving, Tiered Tasks Fluency Activities; I-Ready Computer Adaptive instructional program.</p> <p>Tier II Interventions : Re-teaching small group instruction; use of manipulatives; increased and focused vocabulary</p>	<p>Tier I – small group in the classroom; Individual</p> <p>Tier II - targeted small group in the classroom; Individual</p> <p>Tier III - targeted small group or one to one tutoring by a teacher</p>	<p>Tier I – During the school day</p> <p>Tier II - During the school day</p> <p>Tier III - During the school day</p>

	<p>Gr 5- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut scores on the 4th grade NYS Math test.</p>	<p>instruction and concept development;</p> <p>I-Ready Computer Adaptive instructional program.</p> <p>Tier III Interventions : Re-teaching individual content and prerequisite knowledge</p>		
Science	<p>K-3 – Students scoring between 0% – 74% on Beginning of the Year Baseline Assessment</p> <p>Gr 4- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut off score on the 3rd grade NYS ELA test.</p> <p>Gr 5- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut on the 4th grade NYS ELA test.</p>	<p>Integrating Nonfiction text through literacy</p> <p>Same as above</p>	<p>Small Group/One to One</p> <p>Same as above</p>	<p>During the school Day</p>
Social Studies	<p>K-3 – Students scoring between 0% – 74% on Beginning of the Year Baseline Assessment</p> <p>Gr 4- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut off score on the 3rd grade NYS ELA test.</p> <p>Gr 5- Students whose scale scores on the 2015 NYS ELA test fall below the level 2 cut on the 4th grade NYS ELA test.</p>	<p>Integrating Nonfiction text through literacy</p> <p>Same as above</p>	<p>Small Group/One to One</p> <p>Same as above</p>	<p>During the school Day</p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students whose parents agree to at-risk counseling as per recommendation of teacher/staff.	At-risk Counseling	Small group and one to one	During the school Day
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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.
<ul style="list-style-type: none"> • School administration will work with the Network's HR liaison to ensure that all teachers are highly qualified • Form partnerships with local colleges to identify new staff • Attend Central borough wide hiring fairs

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).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).

- Set up a Pre-K & K Open House week to meet with parents of transitioning Pre-K – K students
- Parent Coordinator will greet parents and give them a tour of the school
- PK Social Worker will share information on curriculum, parent involvement activities, early intervention services
- Engage the parents in fun hands-on workshops relating to the curriculum

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- MOSL Team members and Principal meet to discuss the best MOSL assessments for K&1 and Grades 2-5
- MOSL team members meet with Principal to discuss trends in assessment results from previous year
- MOSL Team members and Principal reach a consensus on best assessment options and decide on the multiple assessments that would be best to track and monitor student performance in identified areas of weakness
- MOSL Team and Principal share assessment options with the staff

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	214,057.00		

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	41,170.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	990,014.00		

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 13	Borough Brooklyn	School Number 305
School Name Dr. Peter Ray Elementary School P.S. 305		

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 Dr. Julia Mortley	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Joanna Wizner	School Counselor Vontries Holloman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. S. Dunn
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent Barbara Freeman	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		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	182	Total number of ELLs	15	ELLs as share of total student population (%)	8.24%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input 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	15	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14			1			0			15
Total	14	0	0	1	0	0	0	0	0	15

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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				1								3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	3	3		4								12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	3	3	3	0	5	0	15						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1	3	1		2								7
Emerging (Low Intermediate)				1		1								2
Transitioning (High Intermediate)	1	1				1								3
Expanding (Advanced)		1		1		1								3
Commanding (Proficient)														0
Total	1	3	3	3	0	5	0	15						

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4								4
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.
 In order to access the early literacy skills of ELLs, PS 305 uses Fountas & Pinnell, and in the future we are planning on utilizing gates-McGinitie Reading Inventory. The F&P assessment tool is our baseline and provides insights regarding individual strengths and weaknesses of the students. The data shows that only two of our ELL students are at the grade reading level including one that is exceeding the grade expectation for a whole year. Most of our ELLs started the year below the grade levels however however, our students are mostly on the beginning level of the language acquisition. In the effort to bridge the gap, the teachers and the students will focus more on vocabulary development and reading/ writing skills therefore we are confident our ELL students will soon show a steady improvement. The data serves in aiding instruction and setting teacher/student goals to meet the linguistic, cultural and educational needs of all ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT results from the Spring 2014 and NYSITELL results from the Fall indicate that there are two ESL students at the Entering (Beginning) level, six students at the Emerging (low Intermediate) level, two students at Transitioning (high Intermediate) level, and four at the Expanding (Advanced) level at PS 305 this year. In recent years we started receiving a greater influx of newcomers of any age across the grades. Therefore, majority of our ELLs are the newcomers or second year students who are still at the rather low level of language proficiency. However, our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient as in our fifth grade where we are able to see entire spectrum of the language proficiencies. We don't lose our focus and we strive that the Transitioning and Expanding students who quickly became proficient in Listening and Speaking (social language- BICS) also receive a quality instruction and additional work targeting their reading and writing skills (academic language-CALP).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. According to the data, our students still need to work hard to make the Annual Measurable Achievement Objectives (AMAO). According to the data, none of our students attained proficiency last year, and two of

them did not make any progress. However, our students are mostly at the beginning level of language acquisition and still, majority has shown steady gains in their English language development. We use AMAO to plan for the instruction and to make sure that their needs are being met. Our ELLs are part of the entire school system; apart from being in the ENL program, they receive a content area instruction in the general classroom where they high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year and as for the year 2014-15 the results show that our student make small but steady gains. The progress of all ELLs and the former ELLs is being monitored in order to provide additional help and support if necessary.

4. For each program, answer the following:

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

a. As for the patterns across the grades, our Kindergarten students usually move up quickly with the language proficiency levels. This year our K student moved to the Expanding level. Those who were at the Entering level last year, moved up, and are on the Emerging and even Transitioning level right now like those students in the second grade. Three students who are at the Entering level are those who only recently arrived to the U.S. and they need extra vocabulary and writing instruction. In the higher, testing grades, the students receive content area instruction in English language therefore, they all feel more comfortable in taking the State tests in this language. Testing accommodation in their native language is always available in their native languages however, the longer student is enrolled in the ENL/ESL program, more often he or she chooses English as a testing language.

b. Usually, after receiving the results from the ELL Periodic assessment, the school leadership and the teachers review the data to determine the strengths and weaknesses of the ESL students, and share the results among the staff to plan future rigorous instruction. However, our school was not participating in the ELL Periodic Assessments last year.

c. This year our school has not administered the ELL Periodic assessment yet, however the result patterns have shown in previous years that it is the insufficient reading and writing skills that hold our students back from achieving the language proficiency level. Listening and Speaking language modalities score the highest points. Additional support in Reading and writing is offered in the ESL and general education classrooms.

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*.]

All students at P.S. 305, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students are in need for ESL/ENL services, the literacy skills are also assessed so that the students could also receive high quality instructional support in the general classroom. If, in spite of strong core instruction, the student is not showing much progress, the data is used to identify the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, to make educational decision about the additional special education services.

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

In order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support student's learning. Teachers also make sure that they build on the student's background knowledge, provide the opportunities to work with the peers who speak the native language. Language native supports used in the classrooms include also online google translators, glossaries, and a small collection of word to word dictionaries and native language books in the ESL/ENL classroom. During the lesson teachers make sure to explicitly teach the key vocabulary and to review main points and ideas supported with graphic organizers, charts and other visuals to support comprehension.

7. For dual language programs, answer the following:

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

At this time P.S. 305 does not offer dual language programs.

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

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELLs meet the states 'proficiency level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school, apart from being in the ESL program; they receive content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative

and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year our Kindergarten student moved up to Expanding level, we also have two students with this level in the third grade, and one in the fifth. The majority of our ELL population consists of the newcomers who need additional time and support to develop their skills and also move from the Emerging level. Apart from the state standardized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The other common practices are performance-based assessment and portfolio assessment.

Part IV: ELL Identification

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.

In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the newly registering parents and the children who are NYS new admits and those who have not been in a NYS school system for two or more years, are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the pedagogue present in the office. Ms. Wizner, the licensed ESL/ENL teacher, together with the secretary, assists the parents during the whole process. In case of the language barrier, school staff members serve as translators of Polish or Spanish language; in the case of other languages the Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. HLIS interview is used not only to determine home language of the student but also his or her education status. There is 30 days from enrollment when students with an interrupted or inconsistent education (SIFE) have to be identified and properly placed. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate, the ESL/ENL teacher gives the child the New York State Identification Test for English Language Learners (NYSITELL) to identify the child as an English Language Learner or English Proficient. The scores are first written down and scanned into the computer system by the ESL/ENL teacher, and are later confirmed with the ATS report (RLAT). Students who speak Spanish at home and score at or below proficiency level are also administered Spanish LAB-R to determine language dominance. The ELL Identification process is completed within 10 days after child's enrollment. If the child scores at or below proficiency level becomes eligible for ESL/ENL services then he or she is placed within ELL program. However, if the parents do not agree with their child identification, they have 45 days from the enrollment to request a re-identification or review of the entire process. For the students who enter our school with an IEP and indicate home language different than English in their HLIS, the language proficiency team is formed. The team's goal is to determine if the student has language acquisition needs and if the NYSITELL must be administered. Every year, the English language development of ESL/ENL students in Reading, Writing, Listening and Speaking, is being evaluated with the NYSESLAT test. In order to make sure that all of ESL students who are eligible receive the test, NYSESLAT Eligibility Roster (RLER) is generated from the ATS and carefully reviewed by Ms. Wizner, the ESL teacher. (LAT) function shows all of the eligible students as well as their Home Language and years of service. With that, once the testing window is opened, the students are administered four parts of the NYSESLAT test, each one divided into four modalities of the language. Each day the attendance is taken to ensure that all of the students receive the tests. In case of the student's absence, there is the make-up session provided within the testing window. Moreover, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) every year in September. With the report, Ms. Wizner determines the students who achieved language proficiency. Their parents are informed by the Non-Entitlement letter. Those, who have not tested out, are put into the groups according to their age and English proficiency levels: Entering, Emerging, Transitioning, Expanding or Commanding. The information about the child's continuous entitlement to receive the support in development of academic English and subject areas is included in the Continued Entitlement letters sent to those ELL parents. If the SIFE student scores at Transitioning level, his or her SIFE status is removed. The NYSESLAT results are broken down into four language modes: listening, speaking, reading and writing. Those results enable the ESL teacher to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year, and determine how much instructional time should be spent in ESL/ENL program.

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).

First steps to identify Students with Interrupted/Inconsistent Education (SIFE) are taken during the first interview with the enrolling student and his/her parents. During the interview that is part of the identification process, the student is given an Oral Interview Questionnaire, and the questions about family and home background, education history, and language and literacy practices questions are asked. The interview also includes student's work samples to determine level in math and in home language. For Spanish speakers there is Literacy Evaluation for Newcomers SIFE (LENS) available online. This diagnostic tool helps the teachers become

familiar with the new student's strengths and weaknesses regarding literacy and math skills enabling them successfully plan for instruction. This initial evaluation has to be made within 30 days of enrollment and it needs to be indicated on the BNDC screen in the DOE's data collection computer system. The SIFE status decision can be modified up to one year from the enrollment. Once the student achieves transitioning level or higher on the NYSESLAT, this ELL student is no longer considered SIFE.

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).

For newly enrolled student, or those who re-enroll after two or more years, and who come with an IEP, our school will form a language proficiency team (LPT). This group is to determine NYSITELL eligibility and language acquisition needs of the new student. The members of the LPT include: the school/ district administrator, the student's parent or guardian, director of the special education, an ESL/ENL teacher (or a teacher with bilingual extension), and the interpreter of the language that the parent of the student feels the most comfortable with. The LPT is taking into consideration the interview with the students in both English and home language, student's individual evaluation, history of language use at home and at school etc. The recommendation goes through the principal to the superintendent who determines if the student must take the NYSITELL or not. If yes, the school has 5 days to administer the test and to inform the parent or guardian. The last step is to complete the Language Proficiency Team NYSITELL Determination form that is placed in student's cumulative folder.

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.

Within 5 days after NYSITELL is scanned and score is determined, Ms. Wizner, ESL/ENL teacher, makes sure that the parents are notified about the test results through the entitlement letters. These letters, along with the parent survey, are sent out in the parents' preferable language. After viewing the NYSESLAT results from previous school year, Ms. Wizner sends out the continuous entitlement letters to the parents of the students who are still eligible for ESL/ENL services. For those students who scored very well and according to the NYSITELL results are on Commanding level of language proficiency, Ms. Wizner prepares the non-entitlement parent notification letters. The letters are written in the home language of the student and send out within 10 days from the beginning of a school year. The copies of all the letters are retained in Ms. Wizner's ELL Notifications Folder, and in the students' cumulative folders.

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).

The students whose home language is different than English, are led through the process to identify if they are eligible for ELL services or not. The parents of those students are notified through the entitlement letter about their child status. In this letter, they are also informed that in case of their disagreement with the identification, parents have the right to appeal ELL status or non-ELL status of their child and request for the re-identification process.

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.

During the first ten days from the beginning of a school year, the parents of ELLs are informed, via formal letter, by phone or individually by person, about their child's language assessment, and invited to the Parent Orientation meeting. During the orientation meeting and after watching the information video, the ENL/ESL teacher, Ms. Wizner, and Parent Coordinator, Ms. Dunn, distribute the Parent Brochures and Parent Survey and Program Selection form. They discuss it with the parents, answer the questions, describe the programs and help them to decide about the proper placement. The school also provides information regarding Core Curriculum Learning Standards, curriculum, assessments as well as high expectations and goals for the ELL population at PS 305. Most selection forms are returned at the Orientation or via children returning them to school within next 5 days. If the parents are not present during the Orientation and Program Selection form has not been handed in or returned, the ESL teacher meets them on a make-up day, follows up with a personal mailing (sends the Program Selection form home), makes phone calls if necessary all of which is carefully documented and kept in Ms. Wizner's Parent Communication log. During the whole process PS 305 uses the translated materials and brochures, and the services offered by Translation and Interpretation Unit as well as onsite interpretation services, as needed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Even before the parent Orientation meeting, parents receive Parent Survey, Program selection form, ELL Parent Brochure which describes NYC ELL program choices together with the entitlement notification letter. The purpose is so that the parent may familiarize themselves with the documentation and information that is to be introduced during the Parent Orientation. At the Parent Orientation Meeting for newly enrolled ELLs, parents receive Parent Survey and Program Selection for together with the Parent Brochure again. All of the forms are provided in the parents' home languages. At the end of the meeting, after introduction of the programs, questions and discussion, all of the completed forms are collected. If the parent was not present during the Parent Orientation, the forms are sent home, and home phone calls are made. All of these contact attempts are recorded in the Parent Contact log by Ms. Wizner. The forms are required to be returned within 5 school days to the ESL teacher, and if she is not available, to the Parent coordinator or the classroom teacher, who in return, gives it back to the ESL teacher. If the parent fails to return completed and signed form to Ms. Wizner within the mandated time frame, the students is to be placed in the bilingual program as default. In case of P.S. 305, they are

placed in ENL program since bilingual programs are not available at our school at this time due to low numbers of our ELL population. Ms. Wizner, the ESL/ENL teacher and Ms. Dunn, the Parent Coordinator both make sure that parents' preferences regarding the three program choices are met. During the orientation or later, at the individual meeting, they discuss all of the options with the parents who have previously chosen a TBE or Dual Language Program. Ms. Wizner keeps the record to track of all data regarding the parents' program choice. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and possible student's transfer.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Ms. Wizner, the ENL teacher, keeps the record to track of all data regarding the parents' program choice. There is a contact log to register all of the attempts to gather initial program preference of the parents, and if the form is not returned within 5 calendar days, the student is placed in Bilingual Education program and since it doesn't exist in our school, the student is automatically placed in an ENL program. After 10 days required for ELL identification and program placement, there is additional 10 days for completing the ELPC screen on the ATS. The ELPC screen is used to record parental program choices as well as information that the parent did not return the survey (denotes a bilingual program by default). This information is not allowed to be entered into ATS until the 18th day of the school calendar after the enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed.
Every student who has been identified as an ELL is placed in a program according the choice of the parent on the Parent Survey and Program Selection form. The parents are notified of this fact by the placement letters that are sent home in the languages preferred by the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of each Home Language Identification Survey, Program Selection form, and each parent notification letter are stored at the main office in the ELL Documentation folder, as well as by the ENL teacher in the Parent Communication folder, and in each student's cumulative record.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT test is administered each year in the spring, to all Language Learners in grades K-5. To identify the students our school uses the RLER report on the ATS which shows all the students eligible to take the NYSESLAT. The results of this test are used to monitor the progress of the students in their language development, and to determine if the student is to continue his or her ENL services at the school. The school selects the dates of administration within the test administration window. Before the test is administered, testing coordinator keeps it in a secure, locked room, and releases the booklets to test administrator on the first day of the test. The booklets are later returned to the same secured room. All parts of the NYSESLAT are administered by the ENL teacher however, this teacher does not score any of them. For the Speaking part of the test, while the test is being administered, another teacher is present in the room that listens and scores the student's responses. For the Writing part of the test, the group of teachers scores the constructive response questions and one teacher scores no more than half of the test booklet.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After viewing the NYSESLAT results from previous school year, Ms. Wizner sends out the continuous entitlement letters to the parents of the students who are still eligible for ESL/ENL services. For those students who scored very well and according to the NYSITELL results are on Commanding level of language proficiency, Ms. Wizner prepares the non-entitlement/transition parent notification letters. The school informs the parents that their child is no longer an ELL but he or she is still eligible for ELL testing accommodations and up to two years of transitional support to monitor the academic and language development. The letters are written in the home language of the student and send out within 10 days from the beginning of a school year. The copies of all the letters are retained in main office ELL Documentation folder, Ms. Wizner's ELL Notifications Folder, and in the students' cumulative folders.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms by Ms. Wizner, the ENL teacher, from the past three years, the results of the paperwork indicate that most parents choose the Freestanding ENL program. Because of the low number of ELL population at PS 305, as of now, the English as a Second Language is the only program offered. Our data shows that in seven instances, the parents of the upper grade students were considering the bilingual program but declined the transfer of the child to another school where such programs were available. The ELL parents usually decide to leave their children at our school and they are very content with the final placement. Ms. Wizner keeps the record to track of all data regarding the parents' program choice. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and possible student's transfer.

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.
 As per CR Part 154.2, P.S. 305 implements an organizational model of two settings: Integrated and Standalone ENL for a Freestanding English as a New Language program. In Integrated ENL, the content area subject is co-taught by the general education teacher (content core certified), and a certified ENL teacher who uses ENL methodologies to provide language acquisition and vocabulary support in the instruction. Standalone ENL is delivered in a pull-out session. It is delivered by our ENL teacher who helps the students develop the English language skills needed for academic success in core content classes. The language of instruction in both settings is English.
 Integrated ENL uses a block, push-in model where all of the ELL students are grouped in one class of one grade. Standalone ENL follows an ungraded model where ELL students are brought together from various classrooms. The grade span in one standalone ENL group doesn't exceed two continuous grades. In both settings, ELL students are grouped heterogeneously with mixed proficiency levels so that the more proficient students could provide support to those who need extra help.
 - b. TBE program. *If applicable.*
 Not applicable.
 - c. DL program. *If applicable.*
 Not applicable.
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)?
 In 2015-2016, there are 15 students from K-5 grades at our school. They range from the Entering to Expanding Beginner levels, and according to their language proficiency level, they receive from one unit of study per week (180 minutes) to two units of study per week (360 minutes) of ENL. In compliance with CR Part 154 our Entering and Emerging students receive 360 minutes of ENL instruction per week, and Transitioning and Expanding students receive 180 minutes. Explicitly, for the students who are on the Entering level, there is 1 unit of study in Stand-Alone ENL (180 minutes), and 1 unit of study in Integrated ENL/ELA (180 minutes). For the students on Emerging level, there is 90 minutes in Stand-Alone ENL, 180 minutes in Integrated ENL/ELA and additional 90 minutes of Stand-Alone ENL where there is a flexibility to choose from Stand-Alone ENL, Integrated ENL/Core Content Area. Students who are at the Transitioning level of language proficiency receive only 90 minutes of Integrated ENL/ELA and only 90 minutes of Stand-Alone ENL or Core Content Area and students who are at the Expanding level receive one unit of study in Integrated ENL/ELA or Core Content Area. Students who achieved Commanding language proficiency level on the NYSESLAT are considered former ELLs however, they must receive 90 minutes a week of Integrated ENL in ELA or Core Content Area for 2 years after testing out. This year there are no former ELLs at P.S. 305. All ENL students receive the same academic content as those students who are native English speakers so that ELL students could achieve proficiency and attain the standards established for all students for a grade promotion and graduation. Therefore, at PS 305, ELL students attend reading and Writing workshops which totals 405 minutes a week. According to the grade, all P.S 305 students receive either one period of Math every day, around 450 minutes per week. All students receive three periods of 45 minutes of Science and Social Studies a week. They receive required instruction in one Technology class, and this year the teachers also integrate the Art and Music and Physical Education into their everyday curriculum. In those content areas the teachers concerned with the language needs of ELLs modify their instructional language and scaffold the instruction in order to ensure students understanding. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.
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.
 In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and curriculum overview maps are shared. They serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. There is also pre-planning cooperation between the two teachers during common prep times, or communicated via e-mails. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials

include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature-based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ENL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites. The teacher uses Informal assessments and running records almost on everyday basis. Beyond explicit ESL, General Education teachers are concerned with the language needs of ELLs. Therefore, they constantly monitor students' understanding of linguistically challenging material, and utilize the ELL targeted parts of the Ready Gen program, and Go Math! program. They use a shared reading module, a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, illustrations, and graphic organizers to increase comprehension. If possible, the students are paired-up with an English proficient student who can assist with language translation, and help with the classroom activities during the day. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different new language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

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

At the beginning of their first year at school, students and their parents are informally interviewed to gather information about the students' background. Those who speak Spanish at home and score at or below proficiency level on the NYSITELL are also administered Spanish LAB-R to determine language dominance. If eligible, students receive English as a New Language Instruction throughout the year helping them achieve the academic goals and to close the gap between them and their English speaking peers. In regards to language, all ENL students have an access to native language materials that provide support during the daily activities, and the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation.

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

ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ENL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that she is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. Throughout the year, students are given MOSL assessments in ELA and Math. They take a formative assessment in MOSL twice a year, and an informal assessment once a year. In addition, the students use MyOn and IReady online programs which use their own benchmark tests to access reading growth. In the classroom centers: reading center, writing center, word wall, math center, listening center (computers with the headphones, cd player with radio), as well as smartboard, iPads are used, so the students can develop their language proficiency in all language modalities. Also, students work together cooperatively in "think – pair – share" activity structure; they speak and listen to each other and are frequently engaged in synthesizing information from sources (reading), taking notes (writing) and pulling together their ideas (writing) for later presentation (speaking/listening). Furthermore, all activities and additional support offered to our ELL population are focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. According to the data report ENL students need less instructional support in speaking and listening and more in reading and writing therefore, an ENL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. While the Entering and Emerging language proficiency level students are given the full attention and support in developing their skills in all language modalities, there is a focus on the improvement of the Reading and Writing skills especially for the students on Transitioning and Commanding levels.

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

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

a) This year P.S. 305 has no SIFE student (Student with Interrupted Formal Education) During the interview that is part of the identification process, the student is given an Oral Interview Questionnaire, and the questions about family and home background, education history, and language and literacy practices questions are asked. The interview also includes student's work samples to determine level in math and in home language. For Spanish speakers there is Literacy Evaluation for Newcomers SIFE (LENS) available online. This diagnostic tool helps the teachers become familiar with the new student's strengths and weaknesses regarding literacy and math skills enabling them successfully plan for instruction. Once SIFE students are identified, P.S. 305 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in

all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent. Also, P.S. 305 would make available all existing support structures such as Extended Day, or Speech and Language services which could benefit the student. Once the student achieves transitioning level or higher on the NYSESLAT, this ELL student is no longer considered SIFE.

- b) Newcomers are students who are being serviced 0-3 years, very often have recently immigrated and have very limited English language skills but also students who were born in the U.S. and score at the emerging, transitioning or higher levels. Students at P.S. 305 however, are usually at the Pre-Production and Early Production stage of Second Language Acquisition. When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the student who can assist with language translation and help with the classroom activities during the day. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content area subjects while the student is acquiring English. The newcomers who have been in the U.S. schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, and manipulatives. Newcomers have access to computer assisted language learning software (Kidspirations, FunPhonics) that provides them with the basic reading and comprehension skills. All ELLs have access to web-based programs (Reading A-Z, Fun Brain, and Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ENL library that newcomers can check out to take home. Additionally, because NCLB requires ELA testing for ELLs after one year, the instructional plan is used to maximize opportunities for ELLs to acquire language and concepts by differentiating instruction and a variety of scaffolding techniques to meet the needs of students. Teachers encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English. Beginners are paired with English speakers who can provide good modeling during the Small Group Instruction students are learning and practicing reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea).
- c) ELLs receiving service from 4-6 years (Developing ELLs), are mostly at the Intermediate or Advanced language proficiency level. Instruction for those students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.
- d) The instruction for students who completed 6 years of ENL (Long term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn. In addition to the support received in ENL program, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests. Same support structures are provided.
- e) After reaching proficiency/Commanding level or scoring at the Advance/Expanding level on the NYSESLAT with testing at level 3 or 4 on the ELA, ELL students become former ELLs but, according to a new CP Part 154, they are to receive 90 minutes a week of integrated ENL up to 2 years after testing out. Also, school districts may provide other services that would monitor and support their language development and academic progress. As such, former ELLs continue to receive language acquisition support to consolidate and further develop their English language skills in different content areas. Their instruction is enriched with academic English language development and focused on reading and writing skills. The ENL teacher will work closely with the content teachers to create an action plan that will help address any areas where the former ELL might still need assistance. Teachers will monitor the progress of students in all content areas to differentiate instruction for literacy needs and will design many collaborative tasks that target content and generate interactions among students. Students will work in small groups with their classroom teachers targeting specific areas of need. Former ELLs are illegible not only for transition support, but also for two years more of testing accommodations that also apply for other ELLs. Testing accommodations for LEP/ELLs students on NYS ELA and content area assessments include time extension, separate location, bilingual dictionaries or glossaries, oral translation of low incidence languages.
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.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, our school ensures the student's academic progress has not been adversely affected by the re-identification with 6-12 months after re-identification has been established. The principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination between 6 and 12 months from the date of the superintendent's notification. Next, the principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal (based on the recommendation of qualified personnel and consultation with the parent/guardian), believes that the student may have been adversely affected by the determination, he or she mandates additional support services to the student. As defined in CR Part 154-2.3, the principal may reverse the determination within the same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he or she must consult with the superintendent or the designee. Final decision notification is in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our two special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles. As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ENL teacher converses and collaborates with the IEP contact person. In addition, all the newcomers and SIFE students are constantly monitored for possible special needs status. P.S. 305 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Our school uses the comprehensive researched based program for grades K-5, Ready Gen. It contains precisely leveled, print based learning and teaching resources combined with many additional materials like "Scaffolded Strategies" handbook with Spanish cognates that support language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolded instruction. All the grades are using also Go Math! program. Teachers use differentiated instruction and utilize visuals, different graphic organizers, and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources. ENL students who achieved English language proficiency continue receiving transitional support and are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

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?

During the Integrated ENL instruction, the ENL teacher collaborates with the classroom teacher to provide our ELL-SWDS with technical support, and ESL strategies to develop their reading and writing skills while working with a content based materials that are aligned with the State Standards. The teachers use and share their curriculum maps which include modifications for ELL, and meet during the common preps. The ENL teacher also uses the Articulation Forms, common prep time for pre-planning and e-mails as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ENL instruction during the Integrated ENL. The goal is to plan on their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. For the Stand-Alone ENL session, they are pulled out of the classroom and receive the proper amount of ENL services together with other peers to ensure development their language skills needed to succeed in content subjects. Vertical groups meet across a grade once a week to look at students' work. Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their non-disabled peers the Integrated Co-Teaching classrooms are opened, and all school curricular and extracurricular programs are available to all students including SWDs.

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

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

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

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



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

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 per week (540 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/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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <u>or</u> 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.

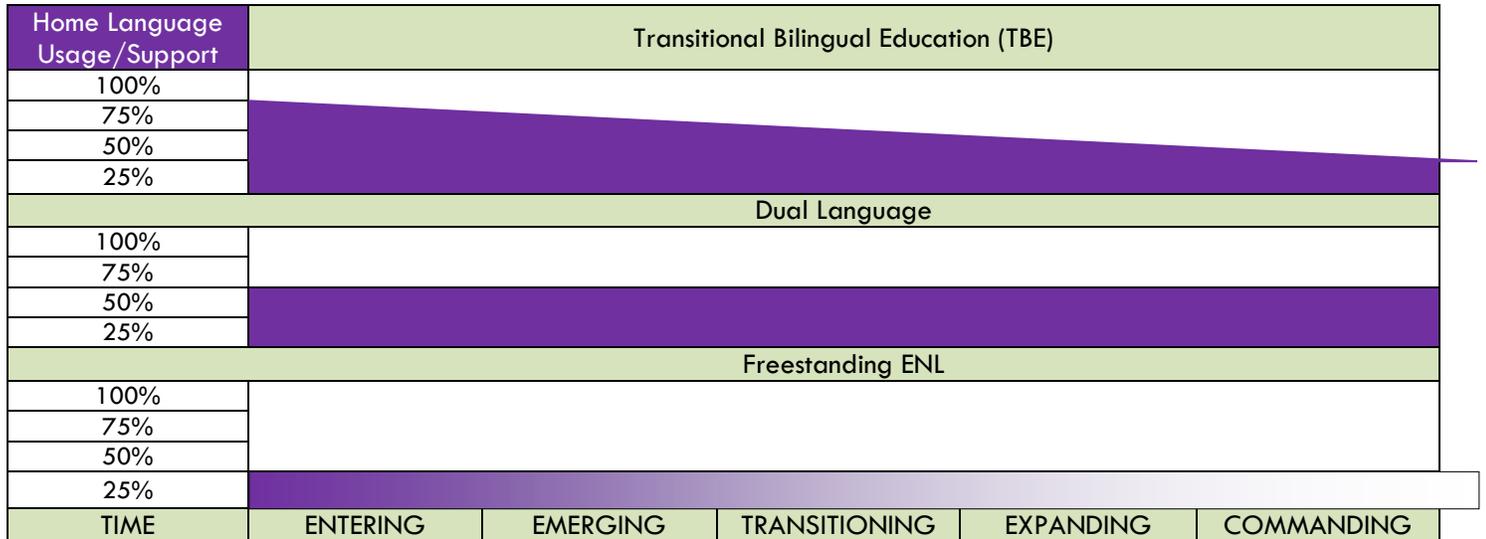


*Note "other approved services" does not apply to New York City at this time.

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.

Our targeted intervention programs for ELLs in ELA, math, and other content areas involve cluster teachers who serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include ENL teacher, SETS teacher, Guidance Counselor and Speech Therapist. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. This year our ESL/ENL classroom will utilize a new interventional program "Sounds in motion" to provide early literacy training to students need to improve their phonemic awareness and literacy-based language skills, both oral and written. Apart from ENL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. We use Guided reading, and vocabulary quizzes to make instruction more involving and effective. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. There is MyON, a leveled reading computerized program, and IReady Math and Reading program to help our Tier II students. In order to support our Tier II students, our schools invited Reading Partners and Reading Rescue teams to focus on their academic needs and skills development in reading. During Social Studies and Science, the teachers often use small group instruction or one-on-one conferences to adress the needs of individual student. They take low inference and informal observation notes on a daily basis. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ENL program at P.S. 305 has been always devoted to meet the needs of all ELL students and help them achieve proficiency in language as well as in all content areas. The effectiveness of our current program is measured by the ELL students results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ENL class as well as in the content area classes. ELLs are making steady gains on the assessment and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. The performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ENL teacher is focusing on these areas in the classroom instruction. Starting from the very first years the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary, fluency and comprehension so that they could become successful readers and writers, all while using the materials that are content based, including Social Studies and Science. They also receive instruction in Mathematics, this year especially using the Go Math! program curriculum and lesson plans making use of its manipulatives and intervention activities.
12. What new programs or improvements will be considered for the upcoming school year?

This school year the ENL teacher is implementing the new organizational model, as per CR Part 154.2 English as a New Language instruction is required to be offered through two settings: Integrated ENL/ESL and Stand-Alone ENL/ESL. She is also aligning the ENL curriculum with the literacy curriculum of the ReadyGen program and Math from the GoMath! ESL students will also be a part of the Reading A-Z, the online leveled reading program that is using many fiction and non-fiction books and materials that are correlated with Common Core Standards, and teach guided reading, reading proficiency and comprehension. In addition, in order to aid phonemic awareness and oral/written literacy-based language skills, the ENL teacher will utilize "Sounds in Motion" early literacy training program.
13. What programs/services for ELLs will be discontinued and why?

As per new regulations of CR Part 154.2, English as a Second Language program with Stand-Alone only instructional model will be discontinued at our school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs at PS 305 participate in curricular ReadyGen and Go Math! programs. They have an equal access to all afterschool programs and supplemental services offered in our building. Also, Tier III intervention specialists who serve all the students and their parents include guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and language therapist, social worker, and psychologist. Moreover, the students take part in the community building activities, enjoy participation in our basketball team, peer mediators conflict resolution, student government and Safety Patrol and PAL. Some of former and present ELL students have been chosen to be part of the Student Government and are represented regularly on the Principal's Honor Roll List. Whenever needed, ELL parents are provided with the fliers that are in their native languages, they have

an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

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.

Materials that are used in ENL classroom to familiarize students with the state assessments include: Ready Gen and GoMath, Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with prentice Hall regents ESL, Scott Foresman ESL, Spin by Longman, American English Today, Amazing English books, and the classroom library books. With the assistance of the stationary computer programs (Kidspirations, FunPhonics), Internet sources (Reading A-Z,Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math. Because of the low number of ELL population at our school, we don't receive Title III funding.

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

In order to deliver native language support, reading levels labeled language books, the picture dictionaries, Webster dictionaries as well as Bilingual dictionaries are often used during the ENL instruction. We also provide a small collection of bilingual/native language reading books in the ENL classroom library that students can check out to take home. This year the teacher is to use her tablet with the online translations application so that it may serve better communication between the teacher and the newcomers. The bilingual dictionaries and translated glossaries are available as a classroom resource, and may be provided as an accommodation when taking State examinations, and also, the Department of Education may provide them with the translated editions of some tests.

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

The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ENL students to achieve and maintain a satisfactory level of academic performance. ELLs acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of school-wide assessments and the Reading A-Z program to drive teaching goals and instruction.

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).

Our ELL population is quite small. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ENL instructional services. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ENL license and the secretary. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, the child is or is not identified as an eligible candidate for ENL instructional services.

19. What language electives are offered to ELLs?

There are no language electives offered at our school.

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)?

At this time P.S. 305 does not offer any Dual Language programs.

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.)
P.S.305 holds weekly Professional Development sessions that provide professional and instructional support to the entire school staff. Those meetings offer workshops on differentiated instruction, Common Core Standards, Universal Design Learning and DOE's expectations in the areas of Literacy and Math. Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness. Professional development is provided by school staff and Community Learning Support personnel organization. They focus on: scaffolding in the content areas, differentiation in the ENL classroom, ENL in the Mathematics classroom. Academic Intervention Specialists and ENL teacher go in the classrooms and provide professional support to the teachers of ELLs. ENL teacher participates in Regional Professional Development sessions, Office of English Language Learners PDs, Technical support sessions (LAP, BESIS) as well as faculty and grade conferences. In addition our grade leaders and subject facilitators in ELA and Math participate in vertical meetings across the grades to strengthen the instruction and practices that ensure student academic success.
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?
Office of English Language Learners (OELL) and the Brooklyn North Borough Field Support Center offer a range of professional learning opportunities in collaboration with the New York City Department of Education (NYC DOE) Division of English Language Learners and Students Support Services. These workshops and presentations give participants a variety of targeted professional learning opportunities focusing on research based, optimum educational practices and methodologies to ensure the achievement of biliteracy skills, academic success as well as college and career readiness among ELLs and bilingual learners. They share many ELL-related professional development opportunities and educational resources that support ELL teachers as they engage in the Common Core learning Standards. Additionally, Pearson Ready Gen and Go Math! programs offer workshops and training sessions. This year our ENL teacher, Ms. Wizner, is planning on attending the Implementation of New CR Part 154 to Ensure High Quality Education for English Language Learners and Developing Academic Language for English Language Learners (ELLs) in Mathematics Institute (Elementary) PD sessions organized by Brooklyn North BFSC. The first workshop will provide an overview of such topics as: understanding the stages and patterns of second language acquisition; * how culture influences home-school interaction and student success; * what factors need to be considered when determining a language difference from a disability; * elements of successful classrooms and strategies for assessment and planning for instruction. The Math workshop is to increase the understanding of the math register and the demands that it poses on students' mathematical learning and the capacity to plan for classroom instruction that fosters academic language learning focused on Standards for Mathematical Practice contained in the Common Core State Standards (CCSS).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ENL teacher and the guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement decision of those ELL students who transfer from elementary to junior- high school. The Guidance Counselor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distribute the fliers and brochures informing about the open school days at various locations. There are links with Community based Organizations, and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counselor communicate and work with each other in assisting the ELLs in transition from one school level to another.
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.

This year our school is planning to meet the requirements of CR Part 154.2 new regulation which states that school districts are to ensure that 15% total hours of Professional Development for all teachers is to be devoted to the needs of ELLs, co-teaching strategies, and integrating language and content instruction. The prescribed percentage of ELL specific PDs for our ENL teacher is 50% of total hours. The district level ELL specialist will be invited to support our teachers in establishing high standards in English language acquisition, building knowledge and use of effective assessments and pedagogy, and methods for implementing instructional strategies that ensure meaningful and comprehensible academic instruction. The records will be maintained by keeping the meetings' agendas and the attendance sheets stored in a binder in the principal's office.

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?

P.S. 305 provides individual meetings with parents or guardians of ELLs at least once a year, in addition to other generally required meetings to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Those meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences. Interpretation and translations are provided as needed by para, teacher or through the DOE's Translation and Interpretation Unit.

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.

The records for annual individual meetings with ELL parents as well as outreach to ensure parents needs are accommodated (e.g., in person meetings, phone calls) are kept in school by ENL teacher in the Parent Communication folder and can be provided to the principle or school district upon request. Parent Survey and Program Selection Form is a formal record and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey and Program Selection form is kept also by ENL teacher and can be provided to the parent upon request.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls. At P.S. 305 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ENL program. Also, all ELLs are invited to three informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences and during an individual, informational meeting sometime in the middle of a school year. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents, and the Parent Coordinator serves as a Language Assistance Coordinator and she makes sure that all correspondence between the school and the parents is translated into the appropriate languages. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services. This helps them improve their understanding of the curriculum and assist families in supporting their child's education, or develop life skills that will improve the family life for our students. PS 305 also offers the following family engagement activities; family Health Fairs, Parent Make and Take Workshops, Parenting Classes Parent Information sessions. All workshops are organized by the Parent Coordinator whoes role includes the following responsibilities; Providing family and community outreach, Promoting family and community engagement, Working with the school's PTA and parneribng with local agencies to provide family and community services. Information about community resources and support services are available for parents in the parent room. During the meetings and workshops there is a licensed pedagogue who serves as an onsite Spanish interpreter. Our Arabic parents usually provide their own interpreters, family or friends who translate for them; there is also over the phone translation available through Translation and Interpretation Services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations. Ps 305 also partners with the Department of Health and the YAI Network(Agency For Developmentally Challenged Individuals).

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

Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available. Parent Involvemnt Surveys as well as Parent Needs Assessment Surveys are distributed and collected quarterly. This information is used to identify areas of need and plan for parent engagement activities.

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

Our activities are designed to support the Six Types of Parent Involvement as defined by Joyce Epstein's research. (1) Parenting: Providing a supportive home environment. (2)Communication: School and home exchange information about the child. (3)Volunteering: Parents are recruited to help at school. (4) Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education. (5)Decision making: Parents are represented and involved in school decisions. (6) Collaborating with the Community: Identifying resources from the community to improve student learning and family life. The onsite interpreters and over the phone Translation and Interpretation Services are always available.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurance

School Name: Dr. Peter Ray Elementary School

School DBN: 13K305

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)
Dr. Julia Mortley	Principal		
	Assistant Principal		
Samantha Dunn	Parent Coordinator		
Joanna Wizner	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Vontries Holloman	School Counselor		
Barbara Freeman	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13K305**

School Name: **Dr. Peter Ray Elementary School**

Superintendent: **Barbara Freeman**

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.

Students Registration form and the Home Language Identification Survey (HLIS) is provided to all of our parents upon the registration at the school. Right there, in the office, parents are notified about all the translation services available: the DOE's Translation and Interpretation Unit, and Over-the-Phone Interpretation Services, and also our multi-speaking staff. During the process of registration the interview is conducted by one of our pedagogues as for the parent language preference and choice. The Home Language Identification Survey Part III contains a question informing the administration, and school staff about the parents' communication language preference. This information can later be accessed in the ATS system using the Home Language report (RHLA), Citywide/District Parents' Preferred Language Report (RCPL), School Level Emergency Contact Form (RECF)5, School Level Emergency Contact Student List (RCON), School Level Adult Preferred Language Report (RAPL), School Level Adult Detail Report (RADL), and on the blue emergency contact cards located in the main office. The ATS Home Language Report is generated monthly to ensure that it is updated.

The ELL Parent Information Kit (EPIC) which contains documents available in several languages is placed in a designated cabinet in ESL classroom, and it is also available at the DOE website: <http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

Out of 200 parents in PS 305, we have 4 that speak Spanish language, 10 who speak Arabic, and 22 speak the languages that are not specified. All of them require written translation and interpretation and the data is shared with our school community during the PTA meetings, school conferences, and school-wide events.

Part B: Creating a Communications Calendar

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

Upon registration, the school provides the new parents with the Home Language Identification Survey (HLIS), the blue emergency contact cards and Parent Student Ethnic Identification form, and Media Consent form that are available in the language preferred by the parents.

There are also forms for Admissions, Re-admissions, Transfer and List Notice for all students, Residency forms, Complaint Procedure documents, Health forms such as Immunization records forms translated and available if it deems necessary.

Parents are notified in timely fashion whether their child has or not been eligible for NYSITELL testing, informed about the NYSITELL results, and about the Parent-Teacher Orientation session for the parents of the newly enrolled students through the parent notification letters sent home by an ENL teacher. The ENL teacher has an access to the ELL Parent Information Kit (EPIC) which includes: The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and program selection Form, Parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Transition letters).

All of the above are available in several languages, and at the DOE website:

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>. The information there is translated and delivered in each of the covered languages: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu.

In case of events such as field trips, Holidays and recess, the translated documents will be sent home. At the end of the school year the parents will receive their children handwritten report cards, also in the languages they prefer.

Schools can access critical documents that are already translated on the intranet at:

<http://intranet.nycboe.net/SchoolSupport/TranslatedDocs>

Parents can access critical documents that are already translated on the DOE's website at:

<http://schools.nyc.gov>

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.

At P.S. 305 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent-Teacher Conference and at a half-year informational meeting. These meetings provide information on ELA/ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services.

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.

Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents, and the Parent Coordinator serves as a Language Assistance Coordinator and she makes sure that all correspondence between the school and the parents is translated into the appropriate languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

During the meetings and workshops there is a licensed pedagogue who serves as an onsite Spanish interpreter. Our Arabic parents usually provide their own interpreters, family or friends who translate for them; there is also over the phone translation available through Translation and Interpretation Services. A list of staff members who are available for interpretation is housed in the main office.

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.)

P.S. 305 will make sure that all staff members are aware of their obligations with respect to language access and how to assist ELL parent. A copy of the Language Identification Guide will be kept at the school's front office, the Info Card on Interpretation Services will be distributed to school staff (including safety agents), and an internal letter will be sent to school staff reminding them of their responsibilities of

communication with ELL parents, and what resources are available to them. The I Speak card which includes the contact information for the over the phone interpretation services has been distributed to all staff members.

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 accordance with the Chancellor's Regulations A-663, at the entrance to PS 305 there will be a multilingual welcome poster and the signs placed to inform all of the parents about the language interpretation services being available. The signs will be made in the most prominent covered languages. The Language ID card that helps DOE staff identify the language of a limited English-proficient parent will be placed at security desk and on the main office. At present we are working on accommodating our main office, so that the parents will be provided with a copy of the translated versions of Bill Of Rights and a copy of Parent Guide to Language Access which inform them about their translation and interpretation services rights. In order to ensure that the language barrier does not prevent the ELL parents from reaching the school administration, the school safety plan will contain procedures to provide them with the most appropriate translation and interpretation services.

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 school will organize gathering the feedback from the parents on the quality and availability of services, parent survey will be designed, translated and sent to the parents. Bimonthly parent meetings are held at the local school and ELL parent concerns are addressed during each meeting. Meeting agendas reflect the topics discussed.