

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **23K323**

School Name: **P.S./I.S. 323**

Principal: **LINDA HARRIS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S./I.S. 323 School Number (DBN): 23K323
Pre-K through 8
Grades Served: _____
School Address: 210 Chester Street, Brooklyn, NY
(718)495-7781 (718) 346-4614
Phone Number: _____ Fax: _____
School Contact Person: Linda L Harris Email Address: LHarris7@schools .nyc.gov
Principal: Linda L Harris
Karen White -Moore
UFT Chapter Leader: _____
Precious Majors
Parents' Association President: _____
Ms. White
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): pending
N/A
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere deGovia
1665 St. Marks Avenue-Rm125, Brooklyn, NY 11233
Superintendent's Office Address: _____
mdegovi@schools.nyc.gov
Superintendent's Email Address: _____
(718) 240-3677 (718) 385-3768
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
131 Livingston Street, Brooklyn, 11201
Director's Office Address: _____
bfitzge2@schools.nyc.gov
Director's Email Address: _____

Phone Number: (718)n935 - 3954 _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda L. Harris	*Principal or Designee	
Karen White-Moore	*UFT Chapter Leader or Designee	
Precious Majors	*PA/PTA President or Designated Co-President	
Rose Sicard	DC 37 Representative (staff), if applicable	
TBA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sandra Johnson	CBO Representative, if applicable	
Latoya Newton	Member/Guidance Counselor	
Natalia Apolayo	Member/PTA Vice President	
Tony Montgomery	Member/ Treasurer	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dianah Fuller	Member/ Secretary	
Carlos Gallumette	Member/Title 1 - PAC	
Patricia Washington	Member/ Teacher	
Justine Arner	Member/ Teacher	
Vanessa walters	Member/ UFT-Para	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S./I.S. is a Pre-K through Grade8 school located in Ocean Hill-Brownsville section of Brooklyn, New York. The school is a central part of the community to many students and their families. The school's mission is to facilitate a learning climate which supports the educational needs of all students, including English Language Learners, special education students, and high achieving students to achieve academic foundation essential for success in high school, college and life. Our school motto is "I am a winner and an achiever! I am gifted, talented, and smart! We are a team of winners, because we work hard together!" In addition to offering a rigorous and challenging curriculum, P.S./I.S. 323 also offers a wonderful arts program.

As per the school's **2014 Quality Review and Quality Snapshot** the following identifies the school's strengths and areas of growth:

Student Achievement

- 91% is the average pass rate for course in math, English, social studies, and science.
- 77% of the school's former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

SCHOOL ENVIRONMENT

- 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
- 98% of parents are satisfied with the education that their child has received.
- 93% of teachers would recommend this school to parents.
- 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

AREAS OF GROWTH

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

CHALLENGES IN THE SCHOOL ENVIRONMENT

Although 86 % of our students feels safe in various locations within the school it is one of the schools major objectives to have 100% of our students share this belief. Additionally, we have the attainable goal of having far more than 59% of our students say that most students at the school treat each other with respect.

KEY AREAS OF FOCUS FOR SCHOOL YEAR 2015 – 2016

As per our 2014 quality Review, our school needs to have teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice. Additionally, administration needs to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

23K323 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	438	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.6%	% Attendance Rate		90.0%
% Free Lunch	85.8%	% Reduced Lunch		3.3%
% Limited English Proficient	2.9%	% Students with Disabilities		18.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		80.0%
% Hispanic or Latino	19.3%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.67	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.0%	Mathematics Performance at levels 3 & 4		15.8%
Science Performance at levels 3 & 4 (4th Grade)	73.5%	Science Performance at levels 3 & 4 (8th Grade)		21.0%
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

ENGLISH LANGUAGE ARTS (Grades 3-8)

(9/10/14 Data derived from Performance and Accountability Report)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2012	355	14%	53%	32%	1%	33%
All	2013	322	45%	40.4%	13%	1.6%	14.6%
All	2014	291	92 (31.6%)	141 (48.5%)	43 (14.8%)	15 (5.2%)	58 (19.9)
All	2015	268	114 (42.5%)	112 (41.8%)	38 (14.2%)	4 (1.5%)	42 (15.7%)

STUDENT ACHIEVEMENT 2013 – 2014 ON THE NYS ENGLISH LANGUAGE ARTS TEST

The data depicted in the School Quality Guide indicates that on the spring 2014 state test in English 19% the school’s 300 students tested are at either level 3(proficient) or Level 4 (advanced).

The average student proficiency for the 300 student tested is 2.44.

MATHEMATICS (Grades 3-8)

(9/10/14 Data derived from Performance and Accountability Report)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2012	355	15%	47%	30%	8%	38%
All	2013	323	67.2%	29.1%	3.1%	0.6%	3.7%
All	2014	294	132 (44.9%)	112 (38.1%)	44 (15.0%)	6 (2.0%)	50 (17.0%)
ALL	2015	269	128 (47.6%)	104 (38.7%)	30 (11.2%)	7 (2.6%)	37 (13.8%)

STUDENT ACHIEVEMENT 2013 – 2014 ON NYS MATHEMATICS TEST

The data depicted in the School Quality Guide indicates that on the spring 2014 state test in Mathematics 16% of the school’s 304 students tested are at either level 3(proficient) or Level 4 (advanced).The average student proficiency for the 304 students tested is 2.29.

In summary Student Achievement across the school on The New York State English language Arts and Mathematics Test is approaching mandated target. The school’s objective for the 2014 – 2015 School Year is to have Student Achievement ranging from meeting to exceeding the targets established for the school.

Quality Review Findings -

With regards to engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, the school’s 2014 Quality review generated a rating of **Developing** and suggested the following :

Refine teacher team collaboration to consistently analyze assessment data and student work, promoting the achievement of school goals and the CCLS, resulting in improved teacher practice and progress for all students.

Part 2 – Annual Goal

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

By June 2016, the teacher team will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve rigorous instruction as measured by the development of 6 units of study in Mathematics and 8 units of study in English Language Arts.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the research-based work of Elmore to plan our work around the instructional core and rigorous instruction. Specifically we have implemented the following:</p>	<p>All students/Grades 3-8</p>	<p>August,2015-June 2016</p>	<p>Principal, assistant principals, teachers, coaches</p>

<ul style="list-style-type: none"> • Professional Learning plan and calendar • Use of DOK (research of Karen Hess) • Data support for all stakeholders (research of Nancy Love) <p>Collaborative teacher teams using a protocol</p>			
<p>Pull out</p> <p>Moving students into least restrictive environment</p> <p>Small grouping/teacher conferencing/flexible grouping</p> <p>Use of multiple entry points</p> <p>Regular teacher collaboration time</p>	<p>Students with Disabilities</p>	<p>August,2015-June 2016</p>	<p>Principal, assistant principals, teachers, coaches</p>
<p>Parent workshops around CCLS</p> <p>Awards. Events to celebrate their child's achievements</p> <p>Use of websites, newsletters, Parent volunteers</p> <p>Career week</p>	<p>Parent/Guardians of all students</p>	<p>August,2015-June 2016</p>	<p>Principal, assistant principals, teachers, coaches, local CBO</p>
<p>Open door policy</p> <p>Increased number of visiting days</p> <p>Advisory council</p> <p>Inter-visitation</p> <p>Collaborative teams</p> <p>Resources and materials are available to all</p> <p>One year plan of parent involvement that assist parent with parenting skills and setting some conditions to support children as students</p> <p>Organize volunteers and audiences to support school and students. Provide opportunities for volunteerism.</p> <p>Involve families with their children on home work and other curriculum related activities and decisions.</p>	<p>Parents</p>	<p>August,2015-June 2016</p>	<p>Principal, assistant principals, teachers, coaches</p>

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Mid-year review of student portfolios(curriculum plans and lessons plans) b										
By February 2016, teacher teams will have developed and administered 3 performance tasks evolving from the unit study in ELA and MATH.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2014 Learning survey indicated that 86% of students feel safe in hallways, bathrooms, locker rooms and cafeteria.
59% of students say that most students at the school treat each other with respect.

Part 2 – Annual Goal

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

All teachers will engage in professional development that support the need for continued use of our Character Counts program (aimed at providing students with models for promoting appropriate behaviors and personal characteristics , inclusive of group interactions, generosity, respect, empathy)that will result in a 50% reduction of our suspension rate by June, 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will utilize the research-based work of Josephson’s ‘Character Counts’ to implement a character education</p>	<p>All students All teachers</p>	<p>August,2015 – June2016</p>	<p>Principal, assistant principals, teachers, coaches & SBST</p>

<p>program. This program teaches children the Six Pillars of Character:</p> <ul style="list-style-type: none"> • Trustworthiness • Respect • Responsibility • Fairness • Caring <p>Citizenship</p>			
<ul style="list-style-type: none"> • Establish Peer Mediation groups that employ the principles outline in Josephson’s Character Counts. • Partner SWD’s , ELLS and other at-risk students with adult mentors 	Students with Disabilities and ELLs	August,2015 – June2016	Principal, assistant principals, teachers, coaches & SBST
Parents will be informed about our Character Counts program through parent workshops and PTA meetings	Parents	August,2015 – June2016	Principal, assistant principals, teachers, coaches, local CBO,SBST
To continue to build a school culture based on trust, collaboration and respect school leaders will model a level of professionalism in all we do with and for staff members and parents. This respect is evident in Teacher Teams, interactions between and among teachers, as well as support staff and parents. The focus of our professional practice will always be an underlying commitment to our student success.	All teachers the School Based support Team and parents	August,2015 – June2016	Principal, assistant principals, teachers, coaches & SBST

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.											
Per diem Funds for teachers to develop curriculum/conduct inquiry											
Per session funds for teachers to develop curriculum/conduct inquiry											
Funds for CCLS materials for parents											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- Maintain monthly data of incident reporting

- Re-evaluate strategies where necessary

A 5% reduction in incident reporting compared to the same time period in school year 2014-2015.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As depicted in the 2014 School Quality Guide and a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

The 2014 Quality Review findings stressed the need for administrators to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

As per the school’s 2014 Quality Review and Quality Snapshot the following identifies the school’s strengths and areas of growth:

Student Achievement

- 91% is the average pass rate for course in math, English, social studies, and science.
- 77% of the school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

SCHOOL ENVIRONMENT

- 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
- 98% of parents are satisfied with the education that their child has received.
- 93% of teachers would recommend this school to parents.
- 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

AREAS OF GROWTH

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

As per the school’s 2014 Quality Review the following identifies the school’s needs:

KEY AREAS OF FOCUS FOR SCHOOL YEAR 2015 – 2016

As per our 2014 Quality Review, our school needs to have teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice and progress towards goals for groups of students. The findings indicate that although there are clear evidence that teachers meet routinely with a set agenda and expectations, it was not evident how their findings from student work analysis linked to assessment data that changed or differentiated classroom instruction or curriculum planning for students. Additionally, the report indicated that administration needs to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

Part 2 – Annual Goal

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

By June 2016, teacher team members will collaboratively analyze student assessment data to build teacher capacity as measured by a 3% increase in student scoring at level 3 and 4 on the NYS English Language Arts and Mathematics test respectively.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>As we work towards improving our systems to ensure the effectiveness of teacher teams and be able to document the impact of efficient teacher teams we have based our work on the postulates of Peter Senge (Schools that Learn) hallmarks for an effective learning organization. Areas of focus included the following :</p> <ul style="list-style-type: none"> • Seeing the Learner • Practices • Productive Conversations 	<p>All teachers</p>	<p>August,2015- June 2016</p>	<p>Principal, assistant principals, teachers, coaches,</p>

<ul style="list-style-type: none"> • Leadership • Community <p>Additionally, we examined John Heron’s and Peter Reason’s Collaborative Inquiry which reminded us that cooperative inquiry is to “research ‘with’ rather than ‘on’ people”. The research process iterates these four stages at each cycle with deepening experience and knowledge of the initial proposition, or new propositions at every cycle:</p> <ul style="list-style-type: none"> • The first reflection phase... • The first action phase..... • A second action phase.... • The second reflection phase.... <p>Teacher Teams in grades k – 8 will analyze initial MOSL data to ensure that goal setting and small group instruction is targeted, inclusive and based on the needs of students.</p>			
<ul style="list-style-type: none"> • Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs with a focus on integrating instructional goals. • Partner SWD’s , ELLS and other at-risk students with adult mentors 	All Student with Disabilities and ELLs	August,2015- June 2016	Principal, assistant principals, teachers, coaches, SBST
<p>To increase parent involvement and to build a school culture based on trust, collaboration and respect school leaders will</p> <ul style="list-style-type: none"> • maintain an open door policy • Monthly meet your parent days to apprise them of instructional goals and benchmark assessments. • Provide grade specific meetings for parents • Continue Principal’s monthly parent breakfast. • Establish parent game night. • Encourage Parent Volunteers <p>Invite parents in for workshops on ways in which they can assist their children academically at home.</p>	Parents, teachers, parents	August,2015- June 2016	Principal, assistant principals, teachers, coaches, SBST
<p>To continue to build a school culture based on trust, collaboration and respect school leaders will model a level of professionalism in all we do with and for staff members and parents. This respect is evident in Teacher Teams, interactions between and among teachers, as well as</p>	All teachers the School Based Support Team and parents	August,2015- June 2016	Principal, assistant principals, teachers, coaches, SBST

support staff and parents. The focus of our professional practice will always be an underlying commitment to our student success.

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.

Per diem Funds for teachers to develop curriculum/conduct inquiry
 Per session funds for teachers to develop curriculum/conduct inquiry
 Funds for CCLS materials for parents

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

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

Part 5 – Progress Monitoring

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

- Teacher teams will analyze mid-year writing and mathematics benchmarks (January 2016) to reflect and revise goals and practices beginning the first week in December 2016.
- Inquiry teams comprised of 3-5 members meet weekly to discuss student work
- Benchmark assessment data will reflect at least 30% of all students demonstrating mastery in the content areas.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As depicted in the 2014 School Quality Guide and a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

The 2014 Quality Review findings stressed the need for administrators to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

As per the school’s 2014 Quality Review and Quality Snapshot the following identifies the school’s strengths and areas of growth:

Student Achievement

- 91% is the average pass rate for course in math, English, social studies, and science.
- 77% of the school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

SCHOOL ENVIRONMENT

- 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
- 98% of parents are satisfied with the education that their child has received.
- 93% of teachers would recommend this school to parents.
- 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

AREAS OF GROWTH

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

As per the school’s 2014 Quality Review the following identifies the school’s needs:

KEY AREAS OF FOCUS FOR SCHOOL YEAR 2015– 2016

As per our 2014 Quality Review, our school needs to have teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice and progress towards goals for groups of students. The findings indicate that although there are clear evidence that teachers meet routinely with a set agenda and expectations, it was not evident how their findings from student work analysis linked to assessment data that changed or differentiated classroom instruction or curriculum planning for students. Additionally, the report indicated that administration needs to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

Part 2 – Annual Goal

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

By June 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teacher capacity to use differentiated questioning and discussion techniques for all students resulting in a 4% increase in teachers improving one performance level reflected in Danielson component 3b- Questioning and Discussion Techniques in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We utilized <u>A handbook for Professional Learning “RESEARCH, RESOURCES, and STRATEGIES for IMPLEMENTATION”</u> compiled by NYC Department of Education’s Office of Curriculum, Instruction and Professional Development as part of the school’s effort to change the concept of professional development to one of professional learning. The handbook provides insights into the following:</p> <ul style="list-style-type: none"> • Planning professional Learning 	<p>All teachers</p>	<p>August, 2015 – June 2016</p>	<p>Principal, assistant principals, teachers, coaches,</p>

<ul style="list-style-type: none"> • Implementing and Sustaining Professional Learning • Evaluating and Revising Professional Learning <p><u>Additionally we will continue to</u></p> <p>Infuse Fullan’s (2001) ideas that effective leaders understand the role of knowledge creation, they make it a priority and set about establishing and reinforcing habits of knowledge exchange among organizational members.</p> <ul style="list-style-type: none"> • Teachers will work collaboratively with ESL and Special Needs teachers to develop and incorporate modified instructional strategies throughout their lessons. • Teachers will develop question prompts as tools to engender understanding among English language Learners and other high-need students. • Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs and other high-need students with a focus on integrating instructional goal. 			
<p>Teacher teams will create curriculum maps showing units of study, modifications for ELLs, SWDs with a focus on integrating instructional goals.</p> <p>Partner SWDs, ELLs and other at-risk students with adult mentors.</p> <p>Garner support of SBST in developing strategies aimed at promoting behavioral modifications and improved student performance.</p>	<p>All students inclusive of ELLs and students with disabilities.</p>	<p>August,2015 – June 2016</p>	<p>Principal, assistant principals, teachers, coaches,</p>
<p>In addition to scheduled</p> <ul style="list-style-type: none"> • Utilize Dr.Joyce Epstein’s “One Year Action Plan for family Partnership” • Weekly Tuesday meetings or phone contact with parents to discuss their child’s performance and progress. • Monthly meet your parent days to apprise them of instructional goals and benchmark assessments. • grade specific meetings for parents 	<p>Parents, teachers and administrators</p>	<p>August,2015 – June 2016</p>	<p>Principal, assistant principals, teachers, coaches,</p>

<ul style="list-style-type: none"> • Principal’s monthly parent breakfast. • Parent game night. • Parent Volunteers • Invite parents in for workshops on ways in which they can assist their children academically at home. 			
<ul style="list-style-type: none"> • Administration will conduct cycles of observations and feedback designed to improve teacher practice/pedagogy. • Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. • Teachers will collaborate with Network Achievement Coaches to enhance professional development offerings. • Assembly (Clubs) periods for students will be interwoven into weekly schedules once a week to allow Professional Learning Communities to take place. • Professional Learning Communities(by grade level) will provide teachers opportunities to receive the necessary professional development in the Danielson Frameworks, Measures of Student Learning, Measures of Teaching Practice • Inquiry Teams comprised of 3-5 teachers well meet weekly to discuss student work • Garner support of SBST in developing/outlining strategies that promotes behavioral modifications and improves student performance. • Teachers will engage in ongoing self-assessment using Danielson rubric as a means of assessing progress/growth 	<p>All teachers and the School Based Support Team</p>	<p>August,2015 – June 2016</p>	<p>Principal, assistant principals, teachers, coaches,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Books and Handbooks designed to foster a Professional learning Community</p> <p>Per diem Funds for teachers to develop curriculum/conduct inquiry</p> <p>Per session funds for teachers to develop curriculum/conduct inquiry</p>

Funds for CCLS materials for parents

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

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

Part 5 – Progress Monitoring

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

Bi- weekly and monthly reviews beginning October 2015 - June 2016

- 3 unit studies incorporating ESL and Special Needs strategies in instruction.
- Observation reports reflecting feedback related to Danielson,s component 3b questioning and Discussion Techniques
- Agendas with teacher outcomes aligned to Danielson Competencies
- Professional Development Plans
- Observation Reports reflecting clear expectations for teachers
- Log of Observations
- Coaching Logs

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As depicted in the 2014 School Quality Guide and a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA and Mathematics.

The 2014 Quality Review findings stressed the need for administrators to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

As per the school’s 2014 Quality Review and Quality Snapshot the following identifies the school’s strengths and areas of growth:

Student Achievement

- 91% is the average pass rate for course in math, English, social studies, and science.
- 77% of the school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

SCHOOL ENVIRONMENT

- 91% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
- 98% of parents are satisfied with the education that their child has received.
- 93% of teachers would recommend this school to parents.
- 86% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.

AREAS OF GROWTH

The New York State Department of Education indicated that our school has exceeded established targets with respect to Student Progress.

SCHOOLS STRENGTH

P.S./I.S. 323 celebrate the fact that it is paying attention to the multiple dimensions of young peoples lives. Administrators and teachers pay attention to academics but they also focus attention to the other factors that influence the development of young people (i.e. physical, social, and emotional health; a motivating, engaging and

safe environment; and family and community support. The following provides a list of the ongoing engaging activities that is the schools undertaking:

- Monthly Parent share-out
- Principal's Parent Breakfast.
- Thanksgiving Day Dinner celebration with the community.
- A Family Day
- Monthly Assembly Programs
- Grade 4-8 Performing Arts.
- Participation in the Brooklyn Recreational Center film festival.
- Promote Early childhood development through high quality, comprehensive program that nurture learning and development.
- Twice per month Parent Visiting days.
- The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.

Through these activities P.S./I.S. 323 is constantly reaching out to be a resource to families and the community.

As per the school's 2014 Quality Review the following identifies the school's needs:

KEY AREAS OF FOCUS FOR SCHOOL YEAR 2015 – 2016

As per our 2014 Quality Review, our school needs to have teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice and progress towards goals for groups of students. The findings indicate that although there are clear evidence that teachers meet routinely with a set agenda and expectations, it was not evident how their findings from student work analysis linked to assessment data that changed or differentiated classroom instruction or curriculum planning for students. Additionally, the report indicated that administration needs to provide support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes.

Part 2 – Annual Goal

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

By June 2016, the school will continue to develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC school Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the research-based work of Joyce L. Epstein’s - <u>School, Family, and Community Partnerships</u> to implement our Parent Involvement Initiatives. This research identifies challenges that must be met and provides results of well implemented programs of school, family and community partnerships.</p> <p>The research says the following:</p> <ul style="list-style-type: none"> • Partnerships tend to decline across grades, <u>unless</u> schools and teachers work to develop and implement appropriate practices of partnership at each grade level • Affluent communities tend to have more family involvement, on average, <u>unless</u> schools and teachers in economically distressed communities work to build positive partnerships with their student’s families. • Schools in more economically depressed communities make more contacts with families about problems and difficulties their children are having, unless they work at developing balanced partnership programs that also include contacts about positive accomplishments of students <p><u>As a result of these observations P.S./I.S.323 will</u></p> <p>endeavour to do the following:</p> <ol style="list-style-type: none"> 1. Reach out to fathers and allow them to be an integral part of their students lives. 	<p>Parents, teachers and administrators</p>	<p>August,2015- June 2016</p>	<p>Principal, assistant principals, teachers, coaches, Network Achievement Coaches & SBST</p>

<p>2. Establish Family Night to encourage participation by all individuals who play an active role in the students development.</p> <p>3. Provide opportunities across the grades for parents to attend positive share-out moments with regards to their student's progression.</p> <p>4. Establish an Open Door Policy to accommodate parents who have difficulty conferencing on NYC designated Parent Teacher Conferences days.</p> <p>5. Encourage and support parent volunteers across the grades.</p> <p>.</p>			
<p>.</p>	<p>All Student with Disabilities and ELLs</p>	<p>August,2015-June 2016</p>	<p>Principal, assistant principals, teachers, coaches, Network Achievement Coaches & SBST</p>
<p>In addition to scheduled NYC Department Parent Teacher Conferences, parents are provided opportunities to be an integral part of the school community through the following initiatives:</p> <ul style="list-style-type: none"> • Utilize Dr. Joyce Epstein's "One Year Action Plan for family Partnership" • The school maintains an open door policy • Monthly meet your parent days to apprise them of instructional goals and benchmark assessments. • Provide grade specific meetings for parents • Continue Principal's monthly parent breakfast. • Establish parent game night. • Encourage Parent Volunteers 	<p>Parents, teachers and administrators and CBO</p>	<p>August,2015-June 2016</p>	<p>Principal, assistant principals, teachers, coaches, Network Achievement Coaches & SBST</p>

<ul style="list-style-type: none"> • Monthly newsletters • Invite parents in for workshops on ways in which they can assist their children academically at home. • Conduct Health and Wellness workshops with the goal of increasing student and family attention to nutrition and exercise. • Plan career days with the goal of increasing career awareness 			
<p>To continue building a school culture based on trust, collaboration and respect the following potential barriers will undergo ongoing re-evaluation through professional development and parent and school interaction.</p> <p>Administration and teachers will conduct professional development with the Faculty to eliminate</p> <p>a) Bad First Impressions</p> <p>b) Poor Communication</p> <p>c) Teachers Lack of Confidence</p> <p>Additionally, the following is of significance:</p> <p>a) Administration and teachers will continue to asses the level of trust in the school community through the feedback from the yearly parent surveys and parent school interactions.</p> <p>b) Administration and teachers will strive to highlight the school's successes.</p> <p>c) Administration and teachers will endeavour to build family members confidence as they become more supportive and understanding of parents and their needs.</p> <p>d) Administration and teachers will endeavour to be open and take parents, concern seriously.</p> <p>The focus of our professional practice will always be an underlying commitment to our student success.</p>	<p>Parents, teachers and administrators</p>	<p>August,2015- June 2016</p>	<p>Principal, assistant principals, teachers, coaches, Network Achievement Coaches & SBST</p>

Part 4 – Budget and Resource Alignment

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

Handbook or excerpted versions of - School, Family, and Community Partnerships by Joyce Epstein

Per diem Funds for teachers to develop study groups/conduct inquiry

Per session funds for teachers to develop study groups/conduct inquiry

Funds for CCLS materials for parents and extended day 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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Compile a data log providing proof of at least 10 parents per week in attendance at events or parent teacher meeting.

Maintain satisfaction survey

Ascertain correlations with student progress/performance and parent participation in events/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 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>Proficiency Ratings that did not meet state standards for passing the ELA test.</p> <p>Performance score on MOSL that failed to meet benchmarks. Poor academic performance and recommendations of teachers based on observed behaviors.</p>	<p>Differentiated Instruction. The selection of instructional techniques depends upon student’s learning styles, interest etc.</p>	<p>Small group instruction utilizing high interest materials which parallel the regular academic instructional program</p>	<p>During the school day and supplemental after school sessions</p>
Mathematics	<p>Proficiency Ratings that did not meet state standards for passing the Mathematics test.</p> <p>Poor academic performance and recommendations of teachers based on observed behaviors.</p>	<p>The program spans the spectrum of interactive manipulative based arithmetic skills and facts to higher-level comprehension including application aligned to the common Core Learning Standards</p>	<p>Small group and individualized instruction</p>	<p>During the school day and supplemental after school sessions</p>
Science	<p>Proficiency Ratings that did not meet state standards for passing the Mathematics test.</p> <p>Poor academic performance and recommendations of teachers based on observed behaviors.</p>	<p>The strategies includes interactive instructional strategies that link experiences in the classroom to the broader world and consistently connect science with other areas</p>	<p>Small group and individualized instruction</p>	<p>During the school day</p>

<p>Social Studies</p>	<p>Proficiency Ratings that did not meet state standards for passing the Mathematics test.</p> <p>Poor academic performance and recommendations of teachers based on observed behaviors.</p>	<p>The instructional approach will provide students with opportunities to practice in their individual areas of need. Instructional strategies will incorporate inquiry based units of study to help students master grade level social studies objectives</p>	<p>Small group and individualized instruction</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students with excessive absences, difficulty conforming to group norms, poor academic performance and recommendations of teachers based on patterns of observed behaviors</p>	<p><u>Guidance Counselor</u> – ERRSA Program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address student’s social/emotional needs. The services are peer mediation</p> <p><u>School Psychologist</u> – At risk counseling with students before recommendation and referral involving observations of students who will possibly need at risk counseling. Update testing to see if student’s academics have improved</p> <p><u>Social worker</u> –</p> <p>Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week. Institute a monitored conduct sheet for teachers to sign</p>	<p>Individualized counseling and group counseling as is needed</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Retention and Support</p> <p>In our efforts to retain highly qualified teachers and ensure they have the support and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our network. Mentoring is implemented as per teacher requirements.</p> <p>We believe in an individual professional development plan specifically designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an individual Improvement Plan in accordance with their continual self-assessment mainly to move towards a highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a professional course of study.</p> <p>All professional development is researched and evidence based. Research Based Strategies are emphasized throughout our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling and teacher team development.</p> <p>We are committed to ensure that teachers have the resources and support needed to succeed.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • A school professional learning plan for existing teachers to improve practice based on the NYC Chancellor's Professional learning Handbook. • Continually train and support in the Danielson Framework with teachers to familiarize them with criteria for exemplary teaching components

- Utilize an effective teacher model rubric (Danielson Framework) to provide feedback to teachers.
- Provide feedback to teachers in short and frequent cycles for continuous improvement.
- Support new teachers in tenure process.
- Utilize the Network support systems.

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/info, early intervention services, etc.).

- Preschool teachers and kindergarten teachers established meetings with families to discuss the expectations of the elementary program
- Preschool teachers and Kindergarten teachers provide materials and training to help parents work with their children to improve their achievement levels prior to entry in the kindergarten program.
- Preschool teachers and kindergarten teachers arranges inter-visitation opportunities at intervals for the preschoolers before the close of the school year.
- Preschool teachers in an ongoing effort apprise kindergarten teachers of student progress and entry points before transition occurs in the following school year.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Professional Development was conducted :

- To introduce teachers to the 2014 -2015 Measures of Student Learning and discuss the opportunities it affords a school to build a culture of collaborative professional learning.
- To discuss the role MOSL will play in a strategic assessment plan.
- To discuss ways MOSL along with our strategic assessment plan could support our response to Intervention efforts.
- Grade leaders, SLT members, and the school’s assessment committee examined the various MOSL options, consulted with their respective grade level teachers. They then made their decision based on existing resources, the schools instructional priorities, student needs, and the impact of student performance on teacher evaluation.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	323,343.00	X	12,14,17,20 and 23
Title II, Part A	Federal	70,785.00	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,246,546.00	X	12,14,17, 20 and 23

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S./I.S. 323]**, 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. **[P.S./I.S. 323]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

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

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

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

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

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

School-Parent Compact (SPC)

[P.S./I.S. 323] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 323
School Name PS/IS 323		

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 Linda L Harris	Assistant Principal Yolanda Lawrence-Bennett
Coach Keith Bailey	Coach
ENL (English as a New Language)/Bilingual Teacher Shari Brathwaite	School Counselor Latoya Newton
Teacher/Subject Area Jannell Jones/ELA	Parent Donna Allwood
Teacher/Subject Area Samone Thompson/Technology	Parent Coordinator
Related-Service Provider Kalimah Muhammad	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	445	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	16	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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	16	0	1	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early literacy skills of ELLs are assessed with Fountas and Pinnell three times a year. Teachers use Fountas and Pinnell to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. Fountas and Pinnell illustrates students' awareness of phonics, listening, writing and oral expression. Teachers also have weekly and monthly benchmarks for their class. Results indicate whether or not students have fundamental skills in reading and writing. These types of assessment tools are critical for successful planning, grouping and providing differentiation of learning. This assessment has given insight into the lack of prior knowledge and vocabulary needed in order to fully comprehend some of the passages.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The ESL teacher has seen distinct patterns on the NYSITELL and NYSESLAT. Students tend to score at least one level higher on the speaking and listening section as compared to the reading and writing section. In addition, advanced students have difficulty in critical thinking and analysis. They have problems drawing conclusions and inferencing when reading. Intermediate and Beginner students are more inclined to encounter unknown vocabulary and have problems with facts and details. Other patterns found were with regards to moving up a level. On average, entering (beginning) students move up two level by the next school year. However, the transitional/expanding (intermediate/advanced) students tend to take a little while longer to move up a level. Our rationale is that since the NYSESLAT is a comparable to the Common Core aligned ELA, results of both show that overall students have issues in critical thinking; critical thinking and analysis being an expanding/commanding (advanced/proficient) level feature.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The goal of Annual Measureable Achievement Objectives (AMAO) is to make progress in learning English and attain English language proficiency. Educators use information from the Annual Measureable Achievement Objectives to set SMART Goals for students. Title III of the federal Elementary and Secondary Education Act (NCLB) requires states to establish English language proficiency (ELP) standards aligned to state academic content standards, yet suitable for ELL students learning English as a second language; annually assess the English language proficiency of each ELL student using a valid and reliable assessment of English-language proficiency

aligned to ELP standards; define AMAOs to measure and report on progress toward and attainment of English proficiency and academic achievement standards; and hold local education agencies accountable for meeting increasing AMAO targets for English language proficiency over time. The patterns revealed across NYSESLAT modalities will drive instruction. It was observed that many students are a few points away from commanding (proficiency) in listening so the ENL teacher will make sure that the daily lessons include time for concrete listening activities. In addition, data reveals that many students are on the expanding level. These students will need time to explore close reading and critical thinking skills.

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 observed pattern across proficiencies and grades is that ELLs who come in early grades tend to test out at or before middle school.

When comparing Native language testing to English testing, ELLs do the similarly. For instance, math class is taught in English so testing in their native language is inconsistent with how they were taught.

NYSESLAT scores and the results of the ELL Periodic Assessment help teachers customize instruction to meet the specific needs of the students. This is important when planning and differentiating in the classroom.

Results of the ELL Periodic Assessment also assist the ENL teacher in designing interventions for students who require more service. School leadership uses this tool like they use the RAI. After ELLs have been in the system for approximately two years, they tend to approach standard. At this point they have the tools for figuring out A) How to take a test and B) basic literacy skills.

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*.]

The school uses data to guide instruction for ELLs within the Response to Intervention framework. The framework is essential in providing ELLs with rigorous, culturally responsive instruction. The guideline has been designed to assist teachers, instructional leaders, and ELL support services. Educators respond to the type and intensity of intervention needed. It begins at rigorous instruction. As a school, instruction is rigorous and based on evidence in the development of ELLs. When it is seen that the student requires more intervention, the school gives them a “double dose”. This simply means extra attention, activities, and experiences and given to ELLs to target the learning experiences needed. The final step of intervention is intensive and individualized instruction. Students receive this type of intervention in after school and in AIS throughout the day. Teachers collaborate between content area and the ENL teacher to create a learning community that is knowledgeable and experienced in researched based Instructional Strategies. The math coach works closely with teachers to support rigorous instruction. The math coach also provides intervention services to whole classes. As a school we incorporate all language modalities during lessons (as per Common Core).

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

The ENL teacher is responsible for monitoring the progress of the student’s English language development. This progress is tracked through formal and informal assessments throughout the year. The ESL teacher shares this information with the teachers who have ELLs in their class. As a team, during Inquiry teachers use the data to drive instruction and or intervention. The Inquiry Team collaborates to develop effective and rigorous lesson plans. Oftentimes, the strategies used for the ELLs are used for the native speakers as well.

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?

P.S./I.S. 323 does not have a dual language program.

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

ELL population does not make an AYP category due to the number of ELLs at 323. Overall, ELLs are approaching standard. Their achievement is in line with the achievement of the rest of the P.S./I.S. 323 population. We have high expectations of our ELLs and in fact for recent years, the valedictorians were former ELL students. The program uses benchmarks in Go Math and the MOSL to assess student learning.

Part IV: ELL Identification Process

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

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

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This step includes an interview with the student and parent to determine the student’s home language. The survey lets school staff know what language parents use in their home. Parents are given the HLIS in their home language. ENL teacher Ms. Brathwaite or Assistant Principal Ms. Lawrence-Bennett administer the HLIS and conduct an informal oral interview to ensure that the child’s home language is what it says on the form. At times, parents need native language support during the intake process. ENL teacher Ms. Brathwaite or Parent Coordinator assists in making sure that the parents fully understand what they are filling out and answer questions or concerns that the parents might have during the intake process. On staff there are Haitian Creole and Spanish speakers. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the NYSITELL, which is completed within the child’s first 10 days of school. Ms. Brathwaite, a qualified ENL Teacher, administers the NYSITELL. Performance on this test determines the student’s entitlement to English language services. If the home language results show that the student is an ELL and Spanish or Chinese is used in the home, he or she must also take the Chinese or Spanish LAB or to determine language dominance.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We use the same steps to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process for students Newly identified as ELLs and in grades 3 to 9 and at the entering or emerging level of proficiency as indicated by the NYSITELL results. The ENL teacher administers the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the ENL Teacher administers the Literacy Evaluation for Newcomer SIFE (LENS).

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or an ENL teacher, and the student’s parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands must be present at each meeting of the LPT. First the LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development. The evidence can include the student’s history of language use in the school and home or community, the result of the individual evaluation of the student conducted in accordance with procedures in the CR-Part 200.4(b)(6), and information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal then accepts or rejects the recommendation. The final decision is made by the superintendent or superintendent’s designee.

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.

Ms. Brathwaite the ENL teacher sends home Continued Entitlement, Entitlement Letters and Non Entitlement Letters after the NYSITELL has been scanned and scored. Parents are informed that their child will be receiving English language services. The ENL teacher keeps a listed record of all parents who were sent home the Continued Entitlement Letter, Entitlement Letters, and Non-Entitlement Letters. Parents who were unable to attend the Parent Orientation meeting were sent home Parent Selection Surveys in their home language. If the survey was not returned, then as per the CR- part 154, the default program is Transitional Bilingual. However, the ENL teacher ensures that all parents are provided with the appropriate information so that they will send back the Selection forms.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment. The first step is initiating a review of the ELL status determination upon receipt of a written request from either the parent, teacher (with parental consent) or a student age

18 or older. The Re-Identification Process must be completed within 10 school calendar days of receipt of the written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents need to understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ENL). To ensure that this happens, Ms. Brathwaite the ENL teacher holds an orientation for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. Letters are sent home a week prior to invite parents to the Parent Orientation. Parents indicate whether or not they will be able to attend. If they can not attend, the parent selection survey is sent home in their home language. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). The parents are shown the Parent Orientation video in their home language to ensure that they understand all three programs. The parents fill out the Parent Survey and the Program Selection Form. The ENL teacher is always present to address any questions. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parents request for their child. The survey and the selection form is stored in a locked cabinet in the ENL teacher's room.

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

Ms. Brathwaite the ENL teacher reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner. The ENL teacher keeps a listed record of all parents who attended the Parent Orientation Meeting where they were given the two forms. The ENL teacher also stores the forms in a locked cabinet. For parents who were unable to attend the Parent Orientation meeting, a letter was sent home that includes the Parent Selection Surveys in their home language. If the survey was not returned, then as per the CR- part 154, the default program is Transitional Bilingual. However, the ENL teacher ensures that all parents are provided with the appropriate information so that they will send back the Selection forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher ensures that all parents are provided with the appropriate information so that they will send back the Selection form or attend the meeting. Sometimes an additional orientation is held.

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

The ENL teacher sends home Placement Letters to all ELLs after the results of the NYSITELL are scanned and scored. Parents are informed that their child will be receiving x amount of English language service as per the child's level (entering, emerging, transitioning, expanding, commanding).

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

The ENL teacher stores all the ELL documentation for each child in a locked cabinet in an ELL Folder of Critical Documents. However, HLIS is store in the student's cum folder which is located with the child's homeroom teacher.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Annually, ELL students are evaluated using the NYSESLAT. Similar to the NYSITELL, the NYSESLAT assess students' proficiency in Speaking, Listening, Reading and Writing in English. To ensure all ELLs receive the NYSESLAT, an ATS report called the RLER is printed to show eligibility. Students are given all four parts of the test within the time frame. Students are tested with their peers. When the ELL scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT), he or she can enter a monolingual instructional program. If the ELL transitions to all-English monolingual classes after becoming proficient in English, he or she still receives bilingual or ENL support, as needed.

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

Continued entitlement and transitional support parent notification letters are distributed at the beginning of the year by the ENL teacher.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Upon review of the Parent Survey and the Program Selection, it is apparent that parents in this school community tend to choose Freestanding ENL as the English language service 100% of the time. There were three newly entitled ELL students at 323 this year. All three of the parents selected Freestanding ENL as the program choice on the Program Selection document. Many of our new middle school students come from P.S. 156. Those parents chose ENL as their choice as well. The program model offered at P.S./I.S. 323 (Freestanding ENL) has been aligned with parent requests. After watching the video, many of the parents still believe

that Freestanding ENL is the best way to learn English. However, if there were ever any incongruence in the alignment of program model offered here and parent choice, as the ENL teacher I would do my best to get the child their appropriate education.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

As per CR Part 154, there are 2 types of ENL: Standalone and Integrated. Standalone instruction helps ELLs to develop English language skills so that students can succeed in core content courses. It is delivered by the ENL teacher Ms. Brathwaite. Integrated ENL instruction builds English language skills through content area instruction. It is delivered by the ENL teacher and the content area teacher. ENL strategies are used. For the elementary level at PS/IS 323, ENL is delivered via the Push-In model and the Pull-out model. For Push-in, the ENL teacher plans carefully with classroom teachers to ensure curricular alignment. The planning and articulation are documented. The classes are organized to ensure that students receive instruction tailored specifically to their needs. In this way the ENL teacher can differentiate instruction more appropriately and make certain students get what they need. The push-in model is also used to reinforce content missed. The ENL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.
 - 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)?

Entering students receive 360 minutes of ENL which includes 180 minutes standalone and 180 minutes integrated. Emerging students receive 360 minutes of ENL which includes 90 minutes of standalone, 180 minutes integrated, and 90 minutes of flexible time. Transitioning students receive 180 minutes of instruction which includes 90 minutes integrated and 90 minutes of flexible time. Expanding students receive 180 minutes of ENL all of which is integrated. Commanding students receive 90 minutes of ENL all of which is integrated. HLA is delivered through Performing Arts class called Hispanic Heritage Club/International Club which is 90 minutes per week in grades 4-8.
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.

The goal of our ENL program is to foster full English proficiency in a supportive classroom environment to the demands of Common Core Learning Standards. Both the ELA and ENL teachers that work with our ELL in the ENL program are fully certified. In order to help students to progress, we utilize the following practices:

 - Collaborative planning between ENL and ELA teachers for each unit.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
 - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

 - Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Differentiation occurs through curriculum content, the learning process, the end product, and the environment. Differentiation must occur for ELL subgroups as well. Lessons are scaffolded in depth and complexity allowing students to understand and apply knowledge in ways that make sense to them.

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

The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in the native language (Spanish, Arabic and Haitian Creole) and English, in a systematic and structured way, and is designed to develop the cognitive skills of limited English proficient pupils. The ENL teacher provides content area support for ELLs by aligning instruction with the social studies teacher and science teacher. Home language support is provided with bilingual books in social studies and science. Home language is also supported during Performing Arts class (Hispanic Heritage Club/International Club).

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

ELLs are appropriately evaluated in all four modalities throughout the year via formal and informal assessments. Formally, students are assessed in the four modalities via the NYSITELL when they first arrive to the NYCDOE school system. Students are also assessed in the four modalities at the end of the school year with the NYSESLAT. A few times a year students also take Periodic Assessments which assess students in reading and writing. Students are assessed informally in the four modalities via formative assessments, interim assessments, and summative assessments throughout the year.

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

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

*a. Currently, there are no SIFE students. However, when there is, there is an urgency to provide academic intervention services as an extension of the regular school program. In order to do this the ENL teacher makes an individualized student needs assessment, create an AIS plan for the student focus on the literacy and math component, grade appropriate instructional support materials, and differentiate instruction in all areas. In addition, staff will receive professional development on SIFE students and strategies that benefit the SIFE within your classroom instruction.

b. When new student registers in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in After School activities.
- An informal assessment to provide to identify possible Academic Intervention programs.
- Home school communication.

Moreover, since NCLB requires ELA testing for ELLs after one year, our schools uses tests such as the periodic assessment from Pearson to prepare for such examinations.

c. The group of ELLs that sometimes gets ignored is the ELLs receiving service for 4-6 years. This group of ELLs is no longer newcomers and because listening and speaking proficiency is high, teachers sometimes forget that they are still learning English. In order to provide the best quality of education for this group, there must be differentiation in instruction. In order to do this, we create language rich instruction. Our policy also includes:

- An after school program, targeting reading and writing three days during the week.
- Offering a variety of clubs to middle school students including Spanish club taught by the ESL Teacher to support ELA instruction.

d. Long term ELLs are often ignored in their content area classes because of their proficiency in speaking. An analysis of their scores on the NYSESLAT, ENL, and Math assessment suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

e. Former ELLs are an important aspect of the ELL population. They need to be monitored two years after receiving instruction. Teachers are aware of ELLs who have received proficiency on the NYSESLAT and pay attention to these students in case they need additional help in the form of after school or AIS.

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.

The LAP team will monitor the student's progress. If the student has an IEP, the CSE team along with the LAP team will monitor progress.

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 policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the EnL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school.

Since English language learners with disabilities face many obstacles when reading literature in English we have developed practices that will help them overcome these issues. The inquiry team implements AIS services for targeted students providing them with appropriate remediation strategies to increase reading and comprehension ability. The inquiry team identifies these students and pulls them in small groups. ELLs with disabilities receive one on one attention as well. In addition, the Pupil Personnel Team (PPT) meets on a monthly basis to discuss and come up with solutions to academic issues seen in the classroom with ELL-SWD students.

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?

The school meets curricular and instructional needs by allowing for flexibility in the ENL schedule. The special education teacher and ENL teacher along with any other teacher or teacher's aid associated with the student track progress. During the annual IEP meeting, teachers will discuss goals with parents.

Chart

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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> 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 Dually 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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually 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.

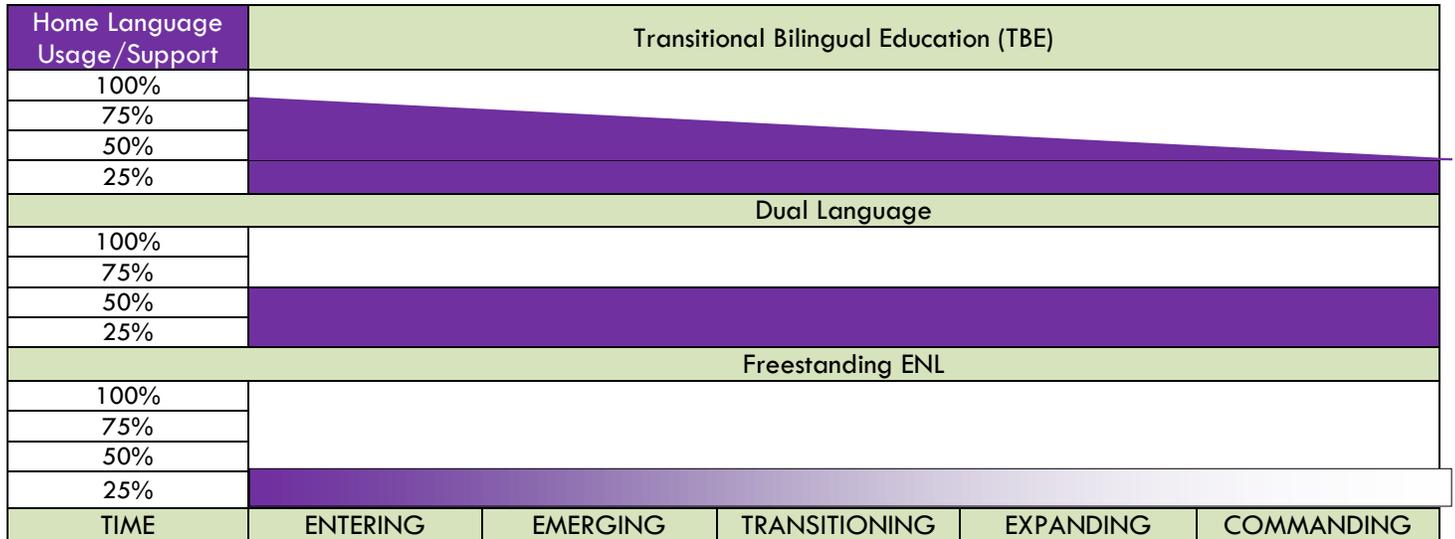


*Note “other approved services” does not apply to New York City at this time.

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.
In order to assist our students in both academic achievement and assessment in ELA, math and other content areas, there are a variety of intervention services that we are working with this year. All ELLs receive small group instruction with teachers, AIS or the coach. All ELLs participate in the After School program as well. Targeted interventions for ELA includes differentiated instruction based on the RAI, teacher assessments and previous year's ELA scores. AIS teacher then uses small groups and ancillary materials to target specific skill areas. Students have the opportunity to work one on one and in small group settings. Targeted interventions for math include differentiated instruction based on diagnostics such as the RAI, teacher assessments and previous year's math scores. The teacher uses Continental Mathematics, ancillary materials and teacher created Common Core assessments to target specific skills. Targeted interventions for social studies and science include teacher based self assessments.
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 current program is effective based on the quality and quantity of learning experiences that ELLs have at P.S./I.S. 323. Our strong suit is the effective merging of the native English speakers with the ELLs. ELLs are comfortable in their English learning environment while receiving native language support. The NYSESLAT scores also show that students are always moving towards proficiency. This year the ESL program emphasizes rigor and a data driven instruction. Interestingly, the scores of ELLs on the ELA and Math exam are comparable to scores of general education native speakers. With that said, it is vital that as a school, all students meet the standard.
12. What new programs or improvements will be considered for the upcoming school year?
*Step Team through CHAMPS is a new program being utilized for the upcoming school year. CHAMPS offers students a chance to be active and prevent obesity. This year our school is building a new Science Lab. The brand new Science Lab will foster learning of science content through a hands on approach. In addition, several 6th grader are offered the opportunity to participate in the STEM program as a bridge with Brooklyn Tech High School. Lastly, this year we are implementing the DREAM program which prepares students for the specialized high school admissions test.
13. What programs/services for ELLs will be discontinued and why?
*Unfortunately, Saturday program has been discontinued this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs- curricular and extracurricular. School programs include Performing Arts Clubs (Spanish, dance, basketball, science, and art), holiday assemblies/shows, Broadway Junior, Disney Junior, District Spelling Bee, District Art Contest/Show, Penny Harvest, 37 ½ minute after school, zero period tournaments, double dutch, basketball, CHAMPS and the Beacon Program. There is 100% ELL participation in all curricular activities and 37 ½ minutes after school. There is heavy participation in the Beacon Program. After school programs are funded through Title I.
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.
Instructional materials used are aligned and/or support the Common Core Curriculum. As per Common Core, dependent on grade Ready Gen, Go Math, Code X, and Connected Math are used. In content area such as Social Studies, the textbook United States History by Holt McDougal is in English/Spanish. Teachers also use supplementary materials to develop vocabulary and learning experiences in general. Technology provides ELLs with a variety of visuals and interactive learning. At P.S./I.S. 323 there is an abundance of technology and technology support. There is a Smart Board and computers in every ELL classroom in the testing grades. In the lower grades, students use Smart Tables.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
There is a large Native language library and a number of educational bilingual DVDs that students use for support. Students also supported through Spanish elective offered. The bilingual Parent Teacher Coordinator, Ms. Jean-Louis is another support system used.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
*ELLs who received a proficient on the NYSESLAT continue to receive support for at least two years. These former ELLs are identified in ARIS by all pedagogues in the building and are closely watched throughout their transition. There are many testing accommodations that ELLs receive. They include time extension, separate location, third reading of listening section on the ELA, and use bilingual dictionaries. Newcomers are supported via the buddy system and through ELLs and Former ELLs in the building. Students in both middle school and early grades have the opportunity to join a variety of extracurricular activities to support their English language learning experiences.
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).

Newly enrolled ELLs take part in our buddy system. Our school takes great effort to ensure ELLs never feel isolated. Many new ELLs join the Performing Arts Spanish Club which puts on an assembly during the first month of school during Hispanic Heritage Month. During that time many newcomers are introduced to other ELLs and Former ELLs in the building.

19. What language electives are offered to ELLs?

***Spanish is offered to ELLs. Spanish speakers make up at least 70% of the ELL population at P.S./I.S. 323. Having the opportunity to take Spanish is a great way to support the native language.**

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)?

There is no dual language program at P.S./I.S. 323.

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.)
The LAP team consists of Principal Linda L. Harris, Assistant Principal Ms. Yolanda Lawrence-Bennett, Math Coach Mr. Keith Bailey, English Teacher Ms. Jannell Jones, ENL teacher Ms. Shari Brathwaite, Technology Teacher Ms. Samone Thompson, Parent Ms. Donna Allwood, and Related Service Provider (Speech teacher) Ms. Kalimah Muhammad. These team members support the staff in order to best service our ELLs. School staff, community learning support personnel organization, provide professional development. School Staff focuses on a variety of ELL needs. Primarily, the literacy needs of our ELL population within the Common Core Curriculum. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Furthermore, technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The support personnel takes workshops by teachers on our ESL teacher that include: scaffolding in the content areas, native Language Literacy Development, differentiation in the ENL classroom, ENL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. Quality Teaching Workshops and various workshops offered through BETAC and the Office of English Language Learners.
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?
City-wide professional development regarding Common Core is offered to teachers of ELL students. All teachers of ELLs attended ReadyGen, CodeX, Connected Math, and Go Math Common Core Curriculum sessions. There are still sessions related to ELLs and Common Core offered throughout the year. The ESL teacher will be in attendance of those sessions and Common Core professional development offered through the Network.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The transition from elementary to middle school and from middle school to high school can be rather difficult. The guidance services are a source of valuable information. Many of the high schools that our ELLs attend already have an abundant amount of ELLs there.
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.

The school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of 15% percent of the required professional development hours for all teachers prescribed by CR Part 80 must dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. The ENL teacher provides this professional development to the staff either during professional development Mondays or a lunch and learn.

For the ENL teacher, a minimum of 50% of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher receives professional development via the Office of English Language Learners, P-credit, UFT, or annual/bi annual conferences such as NYSTESOL and TESOL.

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?

Since only a portion of a student's day is spent in school, parental involvement is key to the successful development of students. Here at P.S./I.S. 323, we understand the value of parental involvement and hold our parents (along with ourselves and the students) accountable for student achievement. In the triad of parent, student, teacher, parents are the foundation. Therefore, we orient the school year around educating our parents with a variety of workshops and classes. For instance this year there will be two workshops centered on the NYSESLAT preparation and other state exams. Parents will have the opportunity to ask questions and share their ideas and concerns. Workshops are open to parents of former ELLs as well. Workshops and gatherings are excellent ways of assessing the needs of parents as well as developing shared priorities. Traditional workshops are parent centered so we like to take the round table approach. Parents are encouraged to share and take on important roles at the workshops. The PTA is a vital factor in developing the parent-student-teacher relationship.

The parent coordinator markets different functions we hold at school and is the contact to the parent leaders at the school. As most schools do, we are looking to boost parental involvement every year. The parent coordinator assists in providing translation services for the parents for all letters home and activities taking place at the school. Furthermore, the parent coordinator evaluates the needs of parents using informal and formal questionnaires. Parents are asked what kinds of activities they would like to see.

The school also provides parents with the opportunity twice a month to visit the child in the class while they are working as well as every Tuesday. In addition, a group of teachers including the ENL teacher host a parent engagement celebration on the last Tuesday of every month.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Records are kept in the ELL Folder of Critical Documents. Records of outreach are kept in the teachers' data binder.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement at 323 is on the incline. Parents are invited to attend the weekly Parent Engagement and month Parent Engagement Celebration. Parents come out to participate hands on so many of the workshops are product or service based. For example, the "Cluster" team held a Zumba class on Tuesday September 29th 2015 to address Hispanic Heritage Month and fitness needs of the parents. The children of the parents were allowed to stay and workout which provided necessary childcare.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school uses programs offered by the Office of English Language Learners to provide workshops or services to ELL parents. For instance, the Parent Coordinator pushes for parents to attend the Parent Conferences offered by Tweed. In addition, the ENL teacher encourages parents to take English classes for themselves via the Office of Adult and Continuing Education.
5. How do you evaluate the needs of the parents?
Needs of parents are evaluated during Parent Orientation. The ENL teacher and classroom teachers discuss what parents would like to see during Parent Engagement. The team of teachers then come up with workshops/classes or meetings that would meet these needs.
6. How do your parental involvement activities address the needs of the parents?
Parents are asked what activities they would like to see during the Parent Orientation. The ENL teacher makes sure that the parents have that time for shared priorities. Parents are either given the workshops/classes for what they need or are referred to an organization outside of the school.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda L. Harris	Principal		10/5/15
Yolanda Lawrence-Bennett	Assistant Principal		10/5/15
	Parent Coordinator		1/1/01
Shari Brathwaite	ENL/Bilingual Teacher		10/5/15
	Parent		1/1/01
Jannell Jones-Stewart/ ELA	Teacher/Subject Area		10/5/15
Samone Thompson/ Technology	Teacher/Subject Area		10/5/15
Keith Bailey	Coach		10/5/15
	Coach		1/1/01
Latoya Newton	School Counselor		10/5/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Kalimah Muhammad	Other <u>Related Service Prov</u>		10/5/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23** School Name: **323**
Superintendent: **Mauriciere de G**

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.

Our objective, when conducting assessments, is to find out how many families are in need of translation services. We initiated this by first conducting a Home Language Survey for families. The survey was created to inquire as to the number of materials parents typically read and in what languages. We also scanned our data file for families who HLIS indicated that more than one language was spoken in the home, ATS reports, and Student Emergency Contact cards. Based on the responses we received and other numerical data (regarding population and percentages), we assessed that we have a small Spanish speaking population in need of written translation. This written translation was mostly in the form of school notices and teacher notations in regards to homework.

Our parent coordinator has also been a bridge between the concerns of our parents and our institution as a responsive unit. We have assessed that our only need is a need for translators during important meetings and conferences between parents, guidance counselors, evaluators, and teachers.

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.

Most of the parents preferred school notices and notes home from teachers or the office in their native language. The majority of parents are English speakers but we also have a small Hispanic population. There is an even smaller Haitian Creole, Chinese, and Bengali population. To accommodate

families we have used all available bilingual personnel for the use of written translations of all office documents. We have also trained staff in regards to both recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials have been present to staff in regards the methods and means in which they may have materials translated as needed. We are constantly assessing ourselves and well as are changing population to ensure that our approach is successful.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers we have responded favorably. Licensed supportive staff, as well as, community volunteers has dedicated their time in an effort to accommodate the specific schedules of families. Professional development meetings (other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation. Meetings, whether during school, after school, or on Saturdays have been conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where a more experienced guidance is needed on a bilingual compliance issue, we feel confident that we can depend on our CFN bilingual liaisons will be able to guide us.

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.)

School wide documents distributed to the parents include a calendar, newsletters from various teacher teams, parent-teacher conference announcements, after-school program information, New York State testing dates, assembly notifications, parent engagement information, and letters from the school leadership.

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

During the school year there are numerous face-to-face meetings that include four parent-teacher conferences, daily informal interactions at morning line up and dismissal, calls from the dean or guidance counselor to parents, community circles, and annual IEP meetings.

Part C: Providing Language Assistance Services

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

Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we use all available bilingual personnel for the use of written translations of all office documents. We will also train staff in regards to recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials will be present for staff in regards to the methods and means in which they may have materials translated as needed. We will constantly assess ourselves as well as the changing population to ensure that our approach is successful.

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

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers, we will ensure that our oral translation services for parents will be provided when needed. Licensed supportive staff, as well as community volunteers, has dedicated their time in an effort to accommodate the specific schedules of families. We will continue this trend in 2015-2016. Professional development meetings other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation. Meetings, whether during school, after school, or on Saturdays will be conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where more experienced guidance is needed on a bilingual compliance issue, we will contact our CFN bilingual liaisons to guide us.

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.)

All staff member will be made aware of translation services offered at the staff meetings. At meetings staff will get information on how to use translation service and over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Parents Bill of Rights is provided online. The interpretation notice signs are provided as needed by the parent coordinator and the Language Access Coordinator (LAC). Safety plan procedures are provided orally within the classroom setting and written in the school manual.

Part F: Monitoring and Quality Control

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

The parent survey is the method we use to gather feedback from parents on the quality and availability of services. Every year we make filling out the form truly accessible for parents.