



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

**DBN: (i.e. 01M001):**                   **19K345**

**School Name:**                       **P.S. 345 PATROLMAN ROBERT BOLDEN**

**Principal:**                           **WANDA HOLT**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
Grades Served: \_\_\_\_\_  
School Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: \_\_\_\_\_  
UFT Chapter Leader: \_\_\_\_\_  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 19 Superintendent: Joyce Stallings Harte  
Superintendent's Office Address: 557 Pennsylvania Ave. Brooklyn NY 11208  
Superintendent's Email Address: jstallingsharte@schools.nyc.gov  
Phone Number: 718-240-2740 Fax: 718-240-275

**Borough Field Support Center (BFSC)**

Brooklyn North  
BFSC: Borough Field Office Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-4314

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Wanda Holt	*Principal or Designee	
N/A	*UFT Chapter Leader or Designee	
Kolbina Swanzy	*PA/PTA President or Designated Co-President	
Pamela McCrae	DC 37 Representative (staff), if applicable	
Monica Baptiste	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>	
Chris Greene	CBO 21st Century after school	
Caitlin Larsen	CBO City Year	
Monica Baptiste	Member/Parent	
Magaly Rivera	Member/Parent	
Zulaika Villot	Member/Parent	
Celia Maldonado	Member/Parent	
Caroline Montgomery	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Claudia Gonzalez	Member/ Teacher	
Adele Chavarria	Member/ Teacher	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

PS 345 is made up of a community of staff, parents, and students that are deeply committed to working cooperatively toward a common goal. Our purpose is to guarantee that the highest quality of education possible is being provided for every student, on a daily basis, throughout the entire school year. We all strive to promote a safe, calm and nurturing environment in order to ensure that our children will succeed. That success will be evident by our children achieving excellence in all subject areas. Our motto is, "Believe in yourself as we believe in you".

School leaders allocate resources and make decisions aligned to the school's instructional goals that promote student achievement. Together the school makes meaningful decisions in scheduling student and teacher time to maximize learning opportunities and teacher collaboration time for planning and evaluating student work. Instructional schedules are made to ensure teachers have a minimum of two common planning periods per week. High expectations are communicated and supports provided so that all members of the school community have a vested interest and take ownership of increased student achievement.

In alignment with the Framework for Great Schools, our school has formed a collaborative partnership with The Pinkerton Foundation, which encompasses a variety of support agencies including East New York Reads and its affiliates: Reading Partners (grades 1-4), Reading Buddies (grades 2 & 5), Reading Alliance (grade 1) and Parent Learning Leaders (all grades). During the 2015-2016 school year we will work collectively to provide quality academic intervention and support to our students in Grades K - 5, while minimizing the teacher to student ratio and focusing on student specific needs.

**We will develop strong family community ties to address the needs of our ELL and Special Needs population by providing targeted support to parents and staff via: Monthly PDs focused on CCLS, NYS Testing and Homework support, healthy living strategies in conjunction with Cornell University in addition to Monthly Parent Newsletters and meetings which will include translation support for ESL parents in Spanish and Bengali.**

Together we work with families to understand student needs and share responsibility for student progression toward these academic achievements. School leaders conduct frequent observations and work collaboratively with teachers to develop professional plans that promote professional growth and reflection. Additionally, school administration works with teachers, staff and families to develop a professional learning community that supports our school wide focus and targets areas in need of improvement.

Areas in which our school made significant progress were establishing school-wide collaborations such as our vertical team and professional learning team. We also strengthened our school environment by establishing deeper discussions and higher expectations of the P.S. 345 community to improve student achievement. As we move into the 2015-2016 school year, we are faced with many tasks. One area involves deepening curriculum aligned to Common Core Learning Standards and content standards in order to increase the rigor of tasks that engage all learners. In addition, as a school we are working towards raising achievement in ELA and specifically Math throughout all grades. Our goal is to continue to develop our students to become lifelong learners. Finally, we are working towards strengthening our ability to analyze student data and utilize this data to drive instruction as it applies to all content areas.

With Common Core at the helm of all of the academic work we are engaged in, we believe that through continued collaboration across all grades we will be able to support our students in this endeavor.

## 19K345 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	636	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.1%	% Attendance Rate		90.4%	
% Free Lunch	80.0%	% Reduced Lunch		1.0%	
% Limited English Proficient	10.9%	% Students with Disabilities		15.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		43.5%	
% Hispanic or Latino	46.3%	% Asian or Native Hawaiian/Pacific Islander		6.4%	
% White	1.5%	% Multi-Racial		0.6%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.36	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.0%	Mathematics Performance at levels 3 & 4		16.6%	
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our Quality Review Report for the 2014-2015 school year identified an area of need in regards to</p> <p>1. Ensuring engaging, rigorous, and coherent curricula in all subjects and for all learners. As we reflect on this area of need we are making changes in the resources we are currently utilizing in all grade level classrooms. We are now utilizing writing rubrics and student checklists from Lucy Calkins/Teacher's College to support rigorous, Common Core aligned instruction with a goal of producing coherent, grade appropriate writing across the school.</p> <p>2. Developing teacher pedagogy which is reflective of the Instructional Shifts and Danielson's Framework for Teaching. Upon reflecting on this need we are strengthening our Teacher Teams by implementing targeted cycles of inquiry which address the elements of The Framework for Great Schools - Rigorous Instruction &amp; Collaborative Teachers. In addition, instruction is being monitored with respect to continuous alignment of the instructional shifts.</p> <p>The school leaders and staff will continue to reflect upon instructional practices to enhance the quality of instruction which will ensure rigorous lessons aligned to the Common Core Learning Standards in Pre K-5(QR 3.3); and enhancing teacher pedagogy which reflects the Instructional Shifts (ELA /Math) and Danielson's Framework for Teaching. (QR1.2) We are currently -</p>		

- Aligning all assessments to curriculum and working in collaborative grade teams to implement within all classrooms
- Participating in professional learning sessions as grade teams to reflect upon assessments and make revisions as needed.
- Using on-going formative data to drive instruction in all subject areas.
- Analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

### **Part 2 – Annual Goal**

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

By June 2016, all students in grades 3-5 will improve upon their State Math scores by showing an increase of 5%.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Common Core Math Curriculum and lesson plans will be designed to encompass activities and assessments that promote rigor, student engagement, and meet the needs of all learners.</p>	<p>Students in Grades 3-5</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Assistant Principals Teachers &amp; SETSS &amp; CBO'S</p>
<p>Student driven math based discussions will be reflective of the Common Core Mathematical practices and support high levels of student engagement and academic rigor. Our after-school instruction in</p>	<p>Students in Grades 3-5</p>	<p>Sept. 2015- June 2016</p>	<p>All Teachers &amp; CBO's</p>

conjunction with our school's CBO's will reinforce rigorous instruction in mathematics.			
Through the Push-In and Pull-Out model, the ENL teacher will support English Language Learners working towards meeting the Common Core standards in Mathematics.	ELL students in Grades 3-5	Sept. 2015- June 2016	Principal , Assistant Principals,  ENL Teacher & CBO
Teachers will utilize the instructional shifts in mathematics and the Common Core Mathematical Practices to create daily lesson plans which support individual student needs.	Students in Grades 3-5	Sept. 2015- June 2016	All Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>To achieve this goal we will implore our teachers and support agencies which includes: City Year, 21st Century, East New York Reads and its affiliates: Reading Partners (grades 1-4), Reading Buddies (grades 2 &amp; 5), Reading Alliance (grade 1) and Parent Learning Leaders ( all grades). During the 2015-2016 school year we will work collectively to provide quality academic intervention and support to our students in Grades K - 5, while minimizing the teacher to student ratio and focusing on student specific needs. Additionally, Assistant principals and teacher experts will provide ongoing training to teachers to ensure rigorous and coherent curriculum is appropriately aligned to the Common Core Learning Standards. Professional development opportunities will take place both during and after the school day. Professional development opportunities will require both supervisor and teacher per session and teacher per diem to accommodate professional development sessions where teachers are outside of the building.</p>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 100% of teacher teams will have aligned ELA and Math Common Core curriculum activities to ensure they are rigorous, cognitively engaging, supportive of all learners, and will be interconnected with the curriculum maps as evidenced by student tasks, assessment data, student work products and lesson plans.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>The school leader and student support staff need to work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful in an effort to promote rigorous instruction, create a supportive learning environment and build strong family and community ties to ensure academic success for all students. QR 5.5</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the second grade teacher team will analyze and share formative and summative data to identify academic trends and target specific deficits that are impacting student performance through the use of best practices to ensure a 10% increase in ELA performance as evidenced by the CCLS, MOSL and the Universal Screener.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will utilize the Inquiry process in addition to collaborative discussion to review student work and to implement six week cycles to share best practices and remediate student deficits.</p>	<p>Students in Grade 2</p>	<p>September 2015- June 2016</p>	<p>2<sup>nd</sup> grade Teachers, administration, guidance counselor, paraprofessionals</p>
<p>Teachers will utilize inquiry, grade and department team meetings to track, target, analyze and share data from the MOSL, best practices, BOY, MOY and Universal</p>	<p>Students in Grade 2</p>	<p>September 2015- June 2016</p>	<p>2<sup>nd</sup> grade Teachers, administration, guidance counselor, paraprofessionals</p>

Screener to remediate academic trends that are impacting student performance and progress.			
Parents of 2 <sup>nd</sup> grade students will be provided with the opportunity to meet on Tuesdays with teachers during parent outreach sessions to review and discuss ongoing assessment data and academic progress.	Parents of Students in Grade 2	September 2015- June 2016	2 <sup>nd</sup> grade Teachers, administration, guidance counselor, parents and paraprofessionals
Professional development will be ongoing to support staff in the implementation of academic intervention services, remediation strategies as student supports, classroom management, and the inquiry process.	Students in Grades K-5	September 2015- June 2016	Teachers, administration, guidance counselor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Inquiry team will examine data to develop action plans that address students’ academic deficits and implement best practices in order to increase the number of second grade students prepared for third grade. Achievement of this goal will be evidenced by the alignment of lesson plans to the Common Core standards and student achievement on the MOSL assessments. Professional development opportunities will require both supervisor and teacher per session and teacher per diem to accommodate professional development sessions where teachers are outside of the building.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school will review and analyze the data gathered from the inquiry cycle and the CCLS standards to ensure that at least 8 % of our second grade students are on target to meet our ELA goal. As measured by the state standards and the MOY assessments.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our teachers currently engage in structured professional collaborations:</p> <ul style="list-style-type: none"> <li>teacher team meetings,</li> <li>common planning,</li> <li>vertical team meetings</li> <li>various professional learning sessions</li> </ul> <p>Teachers will to continue to strengthen their instructional practices and strategies through ongoing cycles of inquiry, organized around annual, unit and daily lesson plans to attain established student goals and promote high levels of student engagement and inquiry. QR 4.2</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will engage in a minimum of 40 hours of structured professional collaborations on teams, vertical and horizontal, using an inquiry approach to promote shared leadership and focuses on improving pedagogical practices and raising student achievement as evidenced by attendance logs, reflection sheets and surveys.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will collaborate each Monday to share, revise and adapt instructional techniques, lesson and unit plans in order to establish student goals that promote high levels of student engagement and inquiry, as</p>	<p>Horizontal and/or vertical teacher teams</p>	<p>September 2015-June 2016</p>	<p>K-5 Teachers, Principal and Assistant Principals</p>

evidenced by the LASW protocol revisions to lesson and unit plans.			
Teachers of students with disabilities and English Language learners will collaborate with general education teachers during professional learning sessions and inquiry based teacher team meetings to look at students' work using the LASW protocol, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry.	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2015-June 2016	K-5 Teachers, Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to established student goals that promote high levels of student engagement and inquiry.	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2015-June 2016	K-5 Teachers, Principal and Assistant Principals
To understand needs and incorporate trust, teachers will deeply analyze the individual needs and experiences of students, working collaboratively to revise and adapt lesson and unit plans to established student goals that promote high levels of student engagement and inquiry.	Horizontal and/or vertical teacher teams	September 2015-June 2016	K-5 Teachers, Principal and Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Data Specialist and administration will meet to analyze and revise the impact and targets of horizontal and/or vertical teacher teams in order to establish student goals that promote high levels of student engagement and inquiry. Professional development opportunities will require both supervisor and teacher per session and teacher per diem to accommodate professional development sessions where teachers are outside of the building.
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 100% of the teachers will participate in professional learning communities to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry , as evidenced in the LASW protocol, revisions to lessons, curriculum maps and unit plans.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
The Principal and Assistant Principals participate in grade meetings which promote shared leadership and focus on improving student achievement, and providing all students with customized instruction leading to improved student outcomes. This goal will be achieved by structured professional collaborations utilizing an inquiry approach during teacher team meetings, vertical teams meetings and professional learning sessions.		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Principal and Assistant principals will lead by example by participating in at least 25-30 horizontal and/or vertical teacher team meetings focusing on staff reflection of practice and continued professional growth, to cultivate and promote leadership and exemplary classroom environment resulting in a 20% increase of Effective/Highly Effective ratings in Danielson Component 4E and a 20% of Highly Effective in Danielson Component 2a from the 2015-2016 Advance data.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal will lead by example by participating and facilitating in horizontal and/or vertical teacher teams meetings focusing on enhancing professional growth, implementing best pedagogical practices and developing a supportive and genuine rapport with all students.</p>	<p>Horizontal and/or vertical teacher teams</p>	<p>September 2015- June 2016</p>	<p>Principal &amp; Assistant Principals</p>
<p>Principal will monitor horizontal and/or vertical teacher teams meetings specifically with teachers of students with disabilities and ESL teachers focusing</p>	<p>Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers</p>	<p>September 2015- June 2016</p>	<p>Principal &amp; Assistant Principals</p>

on enhancing professional growth, implementing best pedagogical practices for SWD and ELL's and developing a supportive and genuine rapport with all students.			
To increase and strengthen parent involvement, Principal will ensure teachers are meeting with parents of students with disabilities and English Language learners on Tuesdays to develop partnerships with families and discuss/ inform parents of IEP student goals that promote grade appropriate, engaging, and differentiated learning activities in all content areas.	Teachers and parents of students with disabilities and ESL teachers	September 2015- June 2016	Principal & Assistant Principals
To understand needs and incorporate trust, Principal will ensure teacher work collaboratively in horizontal and/or vertical teacher teams meetings focusing on developing a culture of respect, and the shared goal of improving student outcomes.	Horizontal and/or vertical teacher teams	September 2015- June 2016	Principal & Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal and Supervisors will meet afterschool to analyze results in order to prepare for future horizontal and/or vertical teacher teams meetings focusing on establishing student goals that promote high levels of student engagement and inquiry. Professional development opportunities will require both supervisor and teacher per session and teacher per diem to accommodate professional development sessions where teachers are outside of the building.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

By February 2016, the Principal and Assistant Principals will participate in 18 horizontal or vertical teacher teams meetings focusing on instructional techniques and lesson plans in order to establish student goals that promote academic rigor, intellectual activity and critical thinking skills.

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>The school needs to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning through the use of parent workshops, school messenger, leader board and monthly parent engagement calendar. QR, 6.3</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Principal will set high expectations for all, strengthening and enriching the school community to support the improvement of student achievement through selected agencies/programs, making after school programs available to at least 20% more students and families by June 2016.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Principal will promote strong family and community relations by increasing communication and parental involvement for all student populations as outlined below:</p> <ul style="list-style-type: none"> <li>• Monthly Newsletters is a way to convey information to families about school related activities.</li> </ul>	<p>Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, &amp; Parent Coordinator,  Teachers</p>

<ul style="list-style-type: none"> <li>• Dual Language is a new program based on research where students will learn literacy and academics content in English and Spanish.</li> <li>• 3-4 Family Fun Nights are designed to deepen the bond between our students and their families through fun-filled activities.</li> <li>• MyLibrary Program is designed to provide families and students with access to literature via the school connection.</li> </ul> <p>Learning Leaders provide support to students academically and share those supports with families.</p>			
<ul style="list-style-type: none"> <li>• Cypress Hills After-school program provides homework help and enrichment activities.</li> <li>• City Year will provide full time targeted student interventions throughout the school day.</li> <li>• Brooke Astor will utilize technology supports to boost student achievement.</li> </ul> <p>Infant Child Learning in conjunction with NY Psych Therapy will be a source of support to families that need external assistance that are not available at the school level.</p>	Grades K-5	September 2015-June 2016	Principal, Assistant Principals, & Parent Coordinator
<ul style="list-style-type: none"> <li>• East New York Reads after-school program will provide support to students in grade K-2 in the area of Literacy.</li> <li>• High Five is an enrichment math program for</li> </ul>	Grades K-5	September 2015-June 2016	Principal, Assistant Principals, & Parent Coordinator

Kindergarten students that are a follow up to the Making Pre-K Counts Program.			

**Part 4 – Budget and Resource Alignment**

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

Administration and teachers will outreach and provide information to the parent community to encourage and increase parent participation at scheduled parent and school meetings (Tuesday Parent Meetings, Open School and Parent/Teacher Conferences, SLT, Annual Title I Parent Meeting, Title I Parent Com mittee, PA ) In addition, the school will partner with various city agencies including – 21<sup>st</sup> Century, East New York Reads, City Year, Infant Child Learning (ICL) and New York Psycho Therapy, to develop academic, social/emotional and arts based programs for our school community. Professional development opportunities will require both supervisor and teacher per session and teacher per diem to accommodate professional development sessions where teachers are outside of the building.

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

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

**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.

Administration along with supporting staff will monitor in-school and after-school program enrollment and attendance on a monthly basis. By February 2016, an additional 15% of families will have students who have enrolled and will participate in various in-school and after-school programs.

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students at performance levels 1 and 2 on the 2013-2014 State ELA Exam, Students scoring below grade level on Fountas and Pinnell benchmarking and RTI scores to assess vocabulary and reading comprehension	ReadyGen NY Ready CCLS Hooked on Phonics Imagine Learning Passageways – Non-fiction, Small Group Strategy Lessons Writing from Sources – Non-fiction focus Scaffold Lessons Building Academic Vocabulary throughout the disciplines.	Small Group scaffold instruction Push-in and pull-out models	During the school day, before and after school, Saturday School and AIS programs
<b>Mathematics</b>	Students at performance levels 1 and 2 on the 2013-2014 State Math Exam, students scoring below 60% on Math Unit Assessments	EnVlision Math – Intervention Component NY Ready CCLS Problem Solving, Mathematical Fluency and Comprehension and Application of Real World Mathematical Situations Building Academic Vocabulary throughout the disciplines.	Small Group scaffold instruction Push-in and pull-out models	During the school day, afterschool , Saturday School and AIS programs
<b>Science</b>	Students at performance levels 1 and 2 on the 2013-2014 State Science Exam, students scoring below 60% on Science Unit Assessments	Kaplan Building Academic Vocabulary throughout the disciplines.	Small Group scaffold instruction Push-in and pull-out models, Science Lab (two period blocks)	During the school day

<b>Social Studies</b>	Students scoring below 60% on Social Studies Unit Assessments	Read, Reason, Write CCLS Writing from Sources – Non-fiction focus Scaffold Lessons Building Academic Vocabulary throughout the disciplines.	Small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated students as per IEP and recommendations from teachers of students in crisis	Pull out program for counseling	Small group and/or 1:1	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</li> <li>• Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>• Mentors are assigned to support struggling and un-qualified teachers.</li> </ul> <p>The Principal in collaboration with <b>the BFS office</b> will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities</p>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.</li> <li>• Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on-going every Monday for 80 minutes, grade conferences, and through District and DOE opportunities.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

N/A

**Part 4: SWP Schools Only**

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

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

- School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

**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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	725,191.00	<u>X</u>	

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	196,489.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,900,514.00	X	

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

---

**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. Public School 345, 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. Public School 345 will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School

**Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:**

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

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

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

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

**Public School 345**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Patrolman Robert Bolden</u>	DBN: <u>19K345</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Title III supplemental instructional services will support language development and high academic achievement in Math and English Language Arts for grades 2-5 by inviting them to participate in an Afterschool program. The students whose proficiency levels are beginning and intermediate per the NYSESLAT and our long term ELLs will be our target population for this program. The 3 classes will focus on the modality area of reading and writing in order to support and strengthen our students in the beginning and intermediate levels. This program is staffed with two bilingual teachers and one ESL teacher. It will be held on Wednesday and Thursday afternoons from 2:30 p.m. - 4:30 p.m. commencing in October and ending in May. A variety of scientifically research based and Common Core Standards Aligned resources are utilized for the After School program. These educational resources include New York Ready ELA & Math, Mathematics by Domain, Rehearsing for the Common Core Standards ELA and Math, Passageways and Imagine Learning. These resources provide our ELL students with additional Non-Fiction reading materials and opportunities to access complex text through scaffolded instruction. There will be at least 58 sessions with three groups of 12-15 students each in the after school classes. All subjects will be taught in English for the ESL students and English and Spanish for the bilingual students. The Saturday Academy will begin in January and end in April with one group of 12-16 students and will run for 12 sessions, from 9am to 11:30 am. The focus of the program will be to support and strengthen our students in the intermediate and advance level in the modality area of reading and writing. This will ensure that our entire population is represented and targeted for success. In order to ensure that our ELLs have every opportunity to achieve high academic success these programs will be a part of the school wide programs and will be supplemented by other school funding source.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Professional development is provided to all our staff members who are responsible for delivery of instruction and services to our ELLs. They are given access to support and the latest advancement in the field. The bilingual and ESL teachers receive training monthly from our local Network and the Assistant Principal. The sessions focus on the development of strategies in the areas of the second language acquisition to meet the needs of various learners, common core learning standards, scaffolding instruction, curriculum mapping and integrating content and language goals for ELLs. Professional development is also provided in house during our allotted professional learning time on Mondays. The following topics will be addressed:

Month	Title
November	Five strategies to Help Beginning ELLs meet the Common Core
December	Scaffolding Instructions for ELLs with Graphic Organizers

### Part C: Professional Development

January	<a href="#">Scaffolding Complex Text for ELLS</a>
February	<a href="#">Questioning Techniques: Strategies for ELLs</a>
March	<a href="#">Accessing the CCLS: Best Practices for ELLs</a>
April	<a href="#">Improving Outcomes for All English Language Learners</a>
May	<a href="#">Creating Language Rich Instruction for English Language Learners</a>
June	<a href="#">ELL Identification</a>
Process	

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

[Parental engagement activities secure parental support and involvement in their child's acquisition and development of the language. Parents need to understand what their child is doing in school in order for them to be able to support their child in a meaningful way. Our Parent workshops will be given once a month at 9:00am and at 2:30pm to ensure all the parents can participate. Information is distributed to the parents via our monthly calendar and followup letters in English and in the parents' native language. These calendars and letters are used to inform parents of upcoming workshops and school wide events. Workshop topics include - Resources to Help My Child Succeed in School, Common Core Learning Standards, Homework Help, Domestic Violence, ESL Classes, Access to Services, as well as the School-Wide Instructional Focus. The ESL Teacher, Parent Coordinator, Lead Teacher, Guidance Counselor, as well as outside consultants will facilitate these one hour monthly workshops.](#)

### Part E: Budget

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

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>345</b>
School Name <b>Patrolman Robert Bolden</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Wanda Holt</b>	Assistant Principal <b>Dianna LoCoco</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Shantel Nelson</b>	School Counselor <b>Debbie Kenel</b>
Teacher/Subject Area <b>D. Spooner /Library</b>	Parent <b>type here</b>
Teacher/Subject Area <b>N.Woodard /Computer her</b>	Parent Coordinator <b>Kathy Rodriguez</b>
Related-Service Provider <b>D. Brathwaite</b>	Borough Field Support Center Staff Member
Superintendent <b>Joyce Stallings-Harte</b>	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	2	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	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)	645	Total number of ELLs	108	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	-----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>					2	12								0
<b>Dual Language</b>	18													0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	108	<b>Newcomers</b> (ELLs receiving service 0-3 years)	108	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	8			1						0
<b>DL</b>	18									0
<b>ENL</b>	82									0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	18	24																	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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	25	25	19		1								0
Chinese														0
Russian														0
Bengali	1	1	4	3	2									0
Urdu														0
Arabic	1		2	3	3	1								0
Haitian														0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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		2		5		2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	8	1	0	0
4	12	14	1	1	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	20		5		1		1		0
4	11		11		5		1		0
5									0
6									0
7									0
8									0
NYSAA									0

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
 Students are assessed using Dibels, Fountas and Pinnell, teacher created assessments . Dibels and Fountas and Pinnell are used to measure students' independent reading level in English every two to three months. Beginning of the Year (BOY) Ready Gen Assessments, Common Core State Performance Task and teacher made assessment are also used to get a better understanding of the students' overall literacy skills. The data collected from these sources are used to determine what type of materials are necessary to use to support learners. The data helps to provide strategies that will allow students to decode, encode and process In addition, the data collected helps administrators determine what type of additional academic support is necessary to offer to ENL students such as AIS, extended day or Saturday Academy. Based on the data collected, it is determined that ENL students are performing at a lower level than other students and requires additional lessons in all areas especially phonics.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across proficiency levels and grades reveal that our ELLs are at-risk for academic difficulties in reading and writing. Students tend to perform better in listening and speaking. With the support of RTI, students will acquire the necessary skills in making significant academic growth.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 PS 345K uses the AMAO to determine if the school has met specific targets related to the English Language Learners. The data reveals the number or percentage of ELL students who made progress in learning English and math , and attained English Language proficiency.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- 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?

The patterns observed across performance levels and grades are that the majority of students are performing below grade level. Students prefer to take their state exams in English rather than their Home Language. The English and Home Language copies are given to students but only a few students opted to take the Math and Science exams in their native language (Spanish). We cannot evaluate how ELLs are faring in tests taken in English as compared to the native language because the ELL Periodic Assessment was not administered.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] All students are first assessed to identify those who are not making academic progress at expected rates. Then, we collect data from Benchmark Assessments and teacher created assessments to compare growth. Intensive Intervention is provided to support the ELLs who are not showing enough progress using targeted strategies with differentiated lessons. Students are placed in tier groups of no more than 5 students as they are tracked, reassessed and regrouped.
6. How do you make sure that a student's new language development is considered in instructional decisions? The use of the native language in core subject areas is more accessible to ELLs because they can draw on their backgrounds and experiences from content while continuing to improve English language acquisition skills. Native language support, such as the use of bilingual dictionaries, glossaries, materials in the native language and homogeneous linguistic grouping, are utilized in classes of ELLs.
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?

Our dual language program was started in September 2015 therefore no data is available.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). To evaluate the success of our programs, we review the results of NYSESLAT, ELA, Math and Science scores to see our students progress. In addition analysis of informal assessments are also used to evaluate the success of our programs for ELLs.

## 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.

There are 4 steps in identifying English language learners at PS 345K.

Step 1:

At enrollment, the pupil accounting secretary ensures that all parents are directed to one of the trained licensed pedagogue who then conducts and interview and completes a Home Language Identification Survey (HLIS). This survey lets us know what language is spoken at home. If the HLIS indicates that the child uses a language other than English, an informal interview conducted is by the licensed ELL coordinator, Shantel Nelson. If preferred language spoken is not available at school, over-the-phone interpretation services is utilized through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. If it is determined that the student is eligible for the NYSITELL, then it NYSITf is administered within 10 school days (20 school days for students entering with IEPs) to ensure timely entry of this information into the designated ATS screens.

Step 2:

For students whose home language is not English, the ELL coordinator administers a more in-depth interview with the student, review his/her school work (when available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). If a student may is not eligible to take the NYSITELL, the ELL Identification Process terminates.

Step 3:

The ELL coordinator prints NYSITELL answer documents in ATS for those who are eligible to take the assessment. After the exam is administered, answer documents are scanned into ATS within 10 school days of enrollment. Within 5 schools days of ELL determination, I inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters.

Step 4:

The ELLs who were identified based on NYSITELL whose HLIS indicate a home language of Spanish, will be administered the Spanish Lab at the time of initial enrollment during the same 10-day testing window. Parents are then notified of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). Parents return the completed form within 5 school calendar days. If forms are not returned within the calendar days, student is then placed in available program model and is notified by standard parent notification letters.

- 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).

If there are indications within the ELL Identification Process that a student has had an interruption in their formal school, the ELL coordinator first administers the oral interview questionnaire to determine if a new arrival ELL is SIFE. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish the LENS is administered. LENS results offers us detailed descriptions of a student's skills and abilities in reading, vocabulary, and math.

- 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 minimally comprised of

Wanda Holt- Principal

- Shantel Nelson- A certified teacher of English to speakers of other languages
- Stacia Mason - Special Education Supervisor
- 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. These procedures must be used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

The student's use of his or her oral language skills to communicate with others in the classroom or on the playground.

The student's ability to understand and use the English language in the classroom, which includes assessments administered in the student's home language.

Information from the student's previous academic records (e.g., standardized test scores, report cards, etc.) and other information that the LPT uses to determine the student's English language proficiency. The LPT also considers the student's academic achievement in the student's home language.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

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 acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Within five school days after the NYSITELL is administered and scored, parent notification letters are sent to parents of students who are entitled and not entitled for ELL services. Letters are sent in the preferred language of the parent. ENL coordinator, Ms. Nelson, keeps a copy on file of all letters. Parents are asked to sign, date and return to school.
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).  
At parent orientation and during initial interview parents are informed of their right to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
To ensure parents understand all three program choices, within 5 schools days, parents of new entrants are invited via letter in their preferred language to attend a parent orientation . They are shown a presentation hosted by the Chancellor via the Board of Education website. This allows parents to see the different programs that are available throughout the city that is available to serve their children. Parent brochures are disseminated in their native language to enrich the understanding of each available program. P
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
After the parent orientation parents fill out the Parent Survey and the Program selection forms. When the survey forms are signed, placement letters are sent home. As per CR Part 54, if parents do not return the forms in a timely manner then students are placed in the current program offered at the school. The ENL coordinator monitors the program selection forms and notifies the principal if there is a need to open a new class. A letter is sent home informing parent of their child's placement. Ms. Nelson keeps a copy of all letters that are sent to Parents of ELLs. Contact is also made at Open House which is usually held the second week of September also at PTA meetings and Parent Teacher Conferences.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We have put in place several approaches to monitor the Parent Survey and Program Selection Forms. When parents are unable to attend the first orientation meeting, we provide continous sessions in order to accommodate their schedule. In addition we call and reach out to parents during PTA meeting and Parent Teachers Conferences.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Students are given the letters to take home. Letters are sent in the preferred language of the parent. These copies are maintained in an ELL Binder in room 331.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher duplicates each document and retains a copy in a binder on file in room 331.
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.  
Prior to administering all sections of the NEW York State English as a Second Language Achievement Test to all ELLs each year, the RLAT report from ATS is generated by the testing team. This report specifies all entitled ELLs. The testing team ensures all staff who will administer test is trained. A testing schedule is generated and students are tested during that time period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are sent to parents. The ENL teacher duplicates each document and retains a copy in a binder in room 331.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey Selection forms, the trend has been that parents seem to show interest in dual language and ENL instruction. Therefore, this year a kindergarten Dual language program was opened.

# 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.

We utilize the integrated and standalone model. All students are grouped in grades with mixed proficiency levels. The ENL teacher pushes in to some classes utilizing the co-teaching model, as well as pull-out students using the standalone model.
  - b. TBE program. *If applicable.*

Students are instructed in a self-contained standalone model.
  - c. DL program. *If applicable.*

Students are instructed in two way 50/50 model.
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)?

ENL- Entering and emerging ELLs receive 360 minutes per week. Transitioning and expanding ELLs receive 180 minutes per week. Commanding students receive 90 mins per week.
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.

Classroom teachers and clusters use a variety of strategies to support learning and clarify meaning for our students.

  - During math, the teacher chorally reads math questions with ELLs, models how to solve word problems and encourages students to verbalize their explanations.
  - The Social Studies teacher scaffolds his instruction with visual aids such as maps, cartoons and illustrations to increase comprehension.
  - Science teacher uses scientific investigations provide opportunities for students to contribute their cultural experiences to hands-on explorations.

In differentiating instruction for Ells, visual aids, pictures, graphic organizers and instructional charts are used to assist students throughout the lesson. Teachers also utilize peer tutoring, buddy system, and partnering to support students with independent practice. Library books are available in all subject areas both in English and their native language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, teachers of ELLs create classroom activities that require students to use language within two or more of the four modalities to help reinforce the concepts being emphasized. For example, writing helps some students improve their listening skills. In addition, by integrating all modalities in curriculum and instruction, teachers consider how students can use language for a variety of purposes.

Moreover, cooperative learning is a form of evaluation. When students work together cooperatively, they speak and listen to each other and are frequently engaged in synthesizing information from sources (reading), taking notes (writing) and pulling together their ideas (writing) for later presentation (speaking/listening). Language modalities are integrated within lessons and assessments more formally, but also integrated informally to scaffold students' language production. For example, some creative modifications of the common "think – pair – share" activity structure maximize language use in all the modalities.

There are two commonly used informal methods: performance-based assessment and portfolio assessment. Both methods utilize typical classroom activities to measure progress toward curricular goals and objectives. These activities are monitored and recorded by teacher observation and student self-assessment. Performance-based assessments are based on classroom instruction and everyday tasks. Teachers of ELLs use performance-based assessments to assess ELLs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios. These assessments can include both processes (e.g., several drafts of a writing sample) and products (e.g., team projects). Also, they use scoring rubrics and observation checklists to evaluate and grade their students. These assessment tools help document their ELLs' growth over a period of time. These assessments are ongoing throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE

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

**Plan for SIFE:**

- .Utilize grade appropriate instructional support materials.
- .Create a PIP to focus heavily on literacy and math components.
- .Enroll in Rtl
- .Differentiate instruction in all areas.
- .MyOn and Moby Max-technology reading based literacy program.
- .Attend afterschool program.

**Plan for Newcomers/Developing:**

- .Tour school building to familiarize themselves with structure of school.
- .Place students in a print rich-environment classroom.
- .Establish a buddy system.
- .Participate in all extended day activities.
- .Provide immediate Academic Intervention Services.
- MyOn and Moby MAX-technology reading based literacy program.

**Plan for Long Term:**

- .Small group instruction through Fountas & Pinnell Literacy Intervention.
- .Participate in Extended Day Seamless Program.
- .Response to Intervention services.
- .Differentiated instruction
- .MyOn and Moby Max-technology reading based literacy program.

**Former ELLs:**

- MyOn and Moby Max- technology based reading literacy program.
- .Participate in Seamless Day Program that targets reading and writing two days per week.
- .Continue to receive services for an additional two years.
- .Monitored in all areas in order to differentiate instruction.

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 principal will provide additional support services to the student as defined in CR Part 154-2.3
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- The use of technology-based website, starfall.com, Wilson/Fundations programs are being utilized to accelerate English language development.
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?
- With the increased availability and use of technology our teachers are more easily able to adapt our curricula to meet the needs of all of our ELLs including SWD-ELLs. This curricular flexibility is enhanced by instructionally flexible co-teaching models which we are encouraging our ENL and other teachers of ELLs to embrace. With an increase in the collaboration of our ENL teacher and their colleagues in setting goals and objectives as well as planning and implementing interdisciplinary lessons which are more academically rigorous while promoting English language development, we expect greater learning outcomes from all of ELL students. ELL -SWD are placed in a least restrictive environment because they are in ICT classrooms. They are offered the same curriculum as the general education students but instruction is modified to meet their Individual Educational Plans. Students are given more support and offered visual and hands-on learning.

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

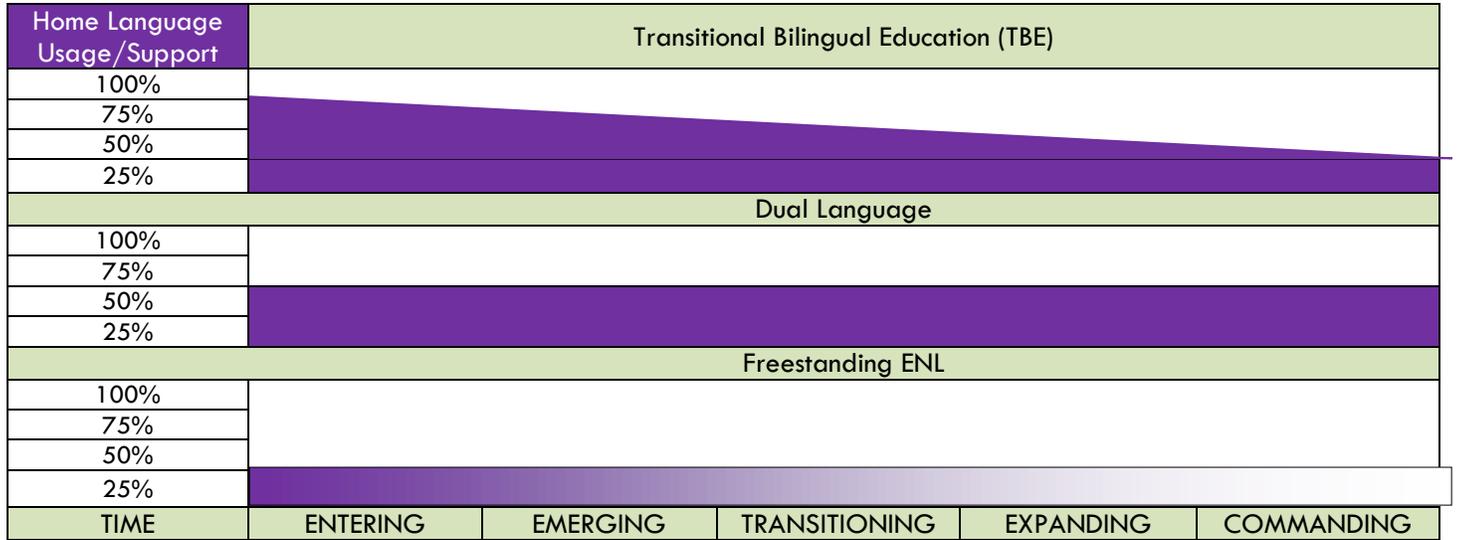


\*Note: “other approved services” does not apply to New York City at this time.

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.  
During professional periods ELLs who are far below grade level will be pulled out for small group instruction by the content area teachers. These groups consist of no more than 5 students.
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 ELL program is being delivered through an integrated way where all classroom, out of classroom and related services work collaboratively with the ENL teacher to provide clear and direct instruction that supports all ELL learners effectively. The program is built according to the regulations and mandates. Instructions cover both literacy skills, math, Social Studies, Science and academics contents, with a balanced use of both fiction and non-fiction materials. To help the ELLs meet CCSS, the program leveraged support for the students with RTI and extended day programs.  
ELL students are completely emerge in the English language through reading and writing. They are learning the English language through the four modalities : speaking , listening , reading and writing.
12. What new programs or improvements will be considered for the upcoming school year?  
Drama to be used to support the different modalities.
13. What programs/services for ELLs will be discontinued and why?  
At this juncture no programs or services are slated to be discontinued
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 given the opportunity to participate in all activities. during the course of the day we utilize Ready Gen and Envision Math. We also utilize several computer programs but the main one is " imagine learning". in afterschool students are invited to stay and participate in all programs like : soccer, city year , band and others.
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.  
Imagine learning, Moby Max, Myon, Ready Gen scaffolded strategies for ELLs
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The Bilingual classroom teacher and computer program in ENL.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Placement for our ESL students are chosen based on the NYSESLAT proficiency levels. Their NYSESLAT proficiency level determines the mandated units per week. Then, students are grouped based on grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs are invited to tour the school building during the school year. Parents have the opportunity to ask questions on different programs and activities that are or will be offered .. The staff members who are involved in such activity is the school guidance counselor (Ms. Kennell ), parent coordinator (Kathy Rodriguez), and the ENL teacher (S. Nelson).
19. What language electives are offered to ELLs?  
Spanish
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) ELLs 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)?

Side by side integrated all day - english and spanish - sequential

## 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.)  
ENL teacher will attend monthly district ESL meetings hosted by ELL Director of student services. ENL teacher meets with teachers of ELLs to analyze individual student's progress during common planning .  
The professional development being offered is not limited to:

### Schedule/Calendar:

Collaborative Inquiry Process	Mondays 2:20-3:00
Professional Learning:	Mondays 3:00-3:45
LAP Team/Cabinet Meeting	Fridays: 1:35-2:20
Study Groups	Monthly ELL strategies
Analyzing Data	ELL Teacher Development (monthly)
Writing	

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

### ELL Mentoring Period

-Comprehension for the Struggling ELL students.

Multiple entry points in classroom with ELLS.

Curriculum Mapping for ELL students.

Close Reading/ Academic vocabulary , Fluency and Comprehension

Language Acquisition Development

Phonics and Phonemic Awareness

Writing

Discussion and Questions

Student generated questions

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
To assist ELLs as they transition from elementary to middle school, the Guidance Counselor, provides information and materials that address various issues faced by ELLs to parents in preferred language. She helps them with social, behavioral and personal challenges. She guides parents and students by facilitating the selection and application process in choosing a middle school that best meets their child's needs.
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.

Professional development is provided to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is geared to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the English as a new language teachers, a minimum of fifty percent (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 school maintains an agenda and attendance sheets on record in a binder titled ELL Professional Development.

### 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?

The school schedules informational sessions with the parents or guardians to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results and language development in all content areas. The interpretation and translation services will be available during these sessions.

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.

At the annual individual meetings with ELL parents, attendance is taken.

Along with all other communication, they are maintained in an ELL Folder.

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

Parent workshop geared to their needs. ESL classes

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

The school partners with the Cypress Hill organization to offer ELL parents various supports such as ESL for Adults, GED, Employment service, counseling, housing, college counseling and childcare.

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

We evaluate the needs of parents through surveys, Parent concern Forms which are located in the main office and during Parent-Teacher Conferences. A monthly calendar, as well as a school newsletter are sent to student's home in an effort to keep parents informed of current activities and upcoming events in the school.

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

Parents desires, concerns. and feedback are all taken into account when creating different programs and activities. We also work closely with our Parent Teacher Association to generate different ideas for our activities. Parent Involvement

The Parent Coordinators job is to make sure every parent who walks into the school building feels welcomed. Parent Coordinator works close with the school Principal to address parent needs and concerns.

The Parent Coordinator works with the administrators, teachers and PTA to develop a menu of workshops that interest and support parent engagement in the school. All written letters are sent home translated the languages of parent choice.

(Translation is provided to parents by school personell during all workshops and events)

@ Dad Take your child to school event.

@ Principal / Parent breakfast meeting and Tea Party.

@ Math & Literacy Workshop

@ Hand-on Computer to help parents to access their child's academic progress and attendance online.

@ Parent Awards Night

@ ESL class for parents.

@ Hands-on Math games with Teacher and parent

@ ELL Parent Citywide Conference

@ District 19 Office provides parent workshops and meetings to all community parents.

@ ETC.....

The Parent Coordinator announces all Parent workshops and meetings by sending letters home, School Messenger announcement, Electronic bulletin board outside the school building and Parent bulletin resource posted inside the school entrance. All parents announcements are translated by school personell and DOE Translation services.

We try to offer workshops to meet their needs.

### 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.

- Ensure that adequate licensed personnel are delivering instruction as stipulated by Common Core Learning Standards and CR Part 154.
- Evaluate data to become aware of the performance of each ELL.

- Incorporate all language modalities
- Ensure that teachers analyze student’s data to identify strengths and weaknesses and then utilize their findings to drive instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs
- Ensure that the ENL teachers and teachers of ELLs collaborate to support rigorous instruction

School Name: <b>345</b>		School DBN: <b>_</b>	
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)
Wanda Holt	Principal		10/15/15
D. LoCoco	Assistant Principal		10/15/15
K.Rodriguez	Parent Coordinator		10/15/01
S.Nelson	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
N. Woodard	Teacher/Subject Area		10/15/15
D. Spooner	Teacher/Subject Area		10/15/15
	Coach		1/1/01
	Coach		1/1/01
D.Kennel	School Counselor		10/15/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
D. Brathwaite	Other _____		10/15/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **19k** School Name: **345**  
Superintendent: **Stalling**

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

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

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

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

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

---

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.

From the information provided on the Home Language Survey ,we were able to identify the different home languages represented in our school. In addition, during meetings and events at school we poll parents to find out what is their need and desired language of communication.

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.

We found that there was a great need for Spanish and Bengali translation and oral interpretation services . There was less of a need for French, Fulani and Arabic services. The findings were sent home in a newsletter that was in the parents desired language. The information was also posted on our bulletin board for parents in the main lobby.

## 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.)

calendars, parent-teacher conference, after-school programs information, nys testing dates ,

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.

PTA, Parent teacher conference, curriculum night

## Part C: Providing Language Assistance Services

---

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

The translation services that the school will be providing will be by staff members and parent volunteers. Outside vendors will provide services for languages that are outside the scope of our staff and parent volunteers.

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.

Our first option will be to utilize our staff to serve in that capacity. We have both spanish and bengali staff members. In addition we will be using the Transalation and interpretation unit.

## 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.)

Staff will be notified by email and at staff meetings.

## **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

To facilitate LEP parents/guardians taking an active role in their children's education, the school will proactively notify parents/guardians who may be identified as LEP of the interpretation and translation services available to them for school-related purposes. To that end, the following information is made available for parents/guardians:

The Language Interpretation plan, information on available interpretation and translation services, and contact information to request language assistance service.

In addition, the school will display a multi-lingual sign stating Interpreters Available Upon Request in a location visible to parents/guardians in the languages available.

## **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)

Parent survey and verbal feedback.