



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **32K377**

School Name: **P.S. 377 ALEJANDRINA B. DE GAUTIER**

Principal: **DOMINIC ZAGAMI**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: ALEJANDRINA BENITEZ DE GAUTIER School Number (DBN): 32K377
Pre-K-8

Grades Served: _____

School Address: 200 Woodbine Street, Brooklyn, NY 11221

Phone Number: 718-574-0325 Fax: 718-574-1082

School Contact Person: Dominic Zagami Email Address: dzagami@schools.nyc.gov

Principal: Dominic Zagami

UFT Chapter Leader: Joseph Rice

Parents' Association President: Aracelis Lopez

SLT Chairperson: Nadine Marshall

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Carlos Diaz

Student Representative(s): n/a

District Information

District: 32 Superintendent: Lillian Druck
797 Bushwick Ave Brooklyn New York 11221 Room 300

Superintendent's Office Address: _____
ldruck@schools.nyc.gov

Superintendent's Email Address: _____

Phone Number: 718 574-1100 Fax: 718- 574 1245

Borough Field Support Center (BFSC)

BFSC: Brooklyn North District Director: Bernadette Fitzgerald
32
131 Livingston Street Brooklyn NY 11201

Director's Office Address: _____

BFitze2@schools.nyc.gov

Director's Email Address:

718 935-3954

718 935-3444

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Dominic Zagami	*Principal or Designee	
Joseph Rice	*UFT Chapter Leader or Designee	
Aracelis Lopez	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Carlos Diaz	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>	
	CBO Representative, if applicable	
Martin Murphy	Parent Member/	
Betsy Mercado	Parent Member/	
Lady OFarril	Parent Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christina Rojas	Parent Member/	
Lizette Walker	Staff Member/ 3rd Grade Teacher	
Yazmin Perez	Staff Member/ Assistant Principal	
Nadine Marshall	Staff Member/ Assistant Principal	
	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.

PSIS 377 is a pre-K through 8th grade school located in the Bushwick section of Brooklyn New York. Our diverse student population encompasses 81% Hispanic, 15% Black, 2% White and 1% Asian. Students with special needs comprise 26% and ELLs account for 18% of our student population. Student attendance is 91% and teacher attendance is 95%.

Our vision for the education of our students and school community is to learn side-by-side from one another in a safe, orderly and collaborative environment. We emphasize positive behavior and acknowledge students for all progress, which includes academic, and social and emotional growth. Instruction in all content areas is aligned with the Common Core Learning Standards focusing on college and career readiness. We celebrate diversity through special events. Students learn through real world experiences outside the school, which include service learning and field work utilizing New York City as a learning laboratory.

During our last Quality Review 2014-2015 our school received a score of Proficient in Rigorous Instruction and Collaborative Teachers. Our school has made progress in both areas. We established systems and structures to ensure that teachers receive additional planning time that includes revising units and looking at student data.

The area of the Framework for Great Schools that we are focusing on is Strong Family and Community Ties. Based on our most current Quality Review we were rated Developing on indicator 3.4 School Culture.

Our school has established partnerships with the following organizations; New York City College of Technology, The Bridging the Gap Program, Merging Education and Technology for Academic Success (METAS) the Teacher Leader Quality Partnership (TLQP). Students attend Saturday classes and receive enriching mathematics and ELA instruction in preparation for high school Regents exams . We are also collaborating with the NYU Steinhardt Metropolitan Center for Research on Equity and the Transformation of Schools. Our teachers' are learning to implement the Socratic Seminar methodology of questioning to enhance student engagement and facilitate higher order thinking. This year we launched Teen Thursdays which is a middle school initiative that focuses on partnering with a cultural institution, we partnered with the Brooklyn Historical Society.

To ensure a well-rounded education, our school offers CHAMPS after school Sports Programs for students in grades 6th through 8th. The program offers flag football and volleyball. We also have a school Basketball Team for students in grades 6th through 8th that competes against other teams in our school district. As participants in the Arts Matters initiative our students receive vocal Music and visual Arts instruction in grades 6th through 8th. For our younger students in grades 1st through 5th we have an established partnership with the Coalition of Hispanic Families which provides afterschool enrichment activities and homework help. Our youngest students in Pre-K through 2nd grade participate in the Cook Shop program which educates students to the benefits of healthy nutritional habits and gives them the opportunity to prepare simple recipes with fruits and vegetables. Our 3rd and 4th graders participated in the MY Plate program that teaches about the food groups through performing arts.

The most current State Data (2014-15) shows that our English Language Learners have not made any progress. It is evident that we must support the instruction for our ELL population especially those in our Special Education Transitional Bilingual classes. We must ensure that modifications are being implemented to support the learning.

32K377 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	486	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	33	# SETSS	N/A	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	9	# Drama
				N/A
# Foreign Language	2	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.3%	% Attendance Rate	90.4%	
% Free Lunch	87.0%	% Reduced Lunch	4.0%	
% Limited English Proficient	17.1%	% Students with Disabilities	24.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American	14.9%	
% Hispanic or Latino	81.0%	% Asian or Native Hawaiian/Pacific Islander	0.6%	
% White	2.3%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.25	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.23	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4	11.7%	
Science Performance at levels 3 & 4 (4th Grade)	78.6%	Science Performance at levels 3 & 4 (8th Grade)	11.4%	
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	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	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	N/A	
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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The element rigorous instruction reflects a rating of Proficient in the most current Quality Review 2014-15. However, based on the feedback provided during the Quality Review we need to ensure that appropriate challenging tasks are provided in all classrooms across the school.</p> <p>After reflecting the following has been noted for 3.3 and 3.4:</p> <p>3.3 Although we are using the 2013-2014 NYC recommended CCLS aligned curriculum which includes Go Math, CMP3 Math, Ready Gen, and Code X- we have discovered that in order to provide our students with appropriately rigorous instruction our teachers need to plan scaffolds and multiple entry points to address the needs of all learners across grades.</p> <p>3.4 The focus will be ensuring that there is a high expectations in rigorous instruction and that teacher plans reflect the appropriate rigor for all learners.</p>		

Our Quality Review supporting evidence we were cited for not having appropriate scaffolds in place across all classrooms to support our English Language Learners.

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, teachers across grades 3-8 will work in across grade level teams to draft lessons that include scaffolds, supports and extensions to improve rigorous math instruction for all learners as measure by a 10% increase in NY Ready Math benchmarks assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Analyze 2014-15 Summative Assessment results and September 2015 beginning of year assessment results. This will include looking at students scale scores and identifying level ones at both the lowest and highest of the range. An AIS plan will be developed to support level ones that can be moved to level 2.</p>	<p>Pre K through 8th grade teachers</p>	<p>9/ 2015 to 6/ 2016</p>	<p>Administrators and BFSC Support Staff</p>
<p>Using data results (2014-15 Summative Assessments and September 2015 beginning of year</p>	<p>Pre K through 8th grade teachers</p>	<p>9/2015 to 6/2016</p>	<p>Administrators and BFSC Support Staff</p>

<p>assessments) teachers will identify trends and individual student needs. Teachers will use the findings to group students for instruction utilizing the Go Math and CMP 3 research based CCLS aligned programs.</p> <p>Teachers will draft necessary scaffolds, extensions, supports, assessments and ongoing daily checks for understanding to support students' progress towards unit objectives.</p>			
<p>Formal and informal classroom observations utilizing the Danielson Framework for Teaching will be conducted. Teachers will receive timely and meaningful feedback aligned to Rigorous instruction. The rounds of classroom observations will begin the 1st week of November and end the last week of April. Monthly checkpoints for data analysis will be scheduled for 11/19/15, 12/23/15, 1/25/16, 2/29/16, and 4/1/16.</p> <p>The instructional team which consists of administrators and teachers will meet with the Teacher Development Coach bi-monthly to work on professional development strategies for Components 3B and 3C which will be applied to the math instructional planning.</p>	<p>Pre K through 8th grade teachers</p>	<p>9/2015 to 6/ 2016</p>	<p>Administrators and BFSC Support Staff</p>
<p>Workshops to support families will be conducted by teachers and supervisors that focus on supporting parents with understanding</p>	<p>Families</p>	<p>9/2015 to 6/ 2016</p>	<p>Teachers and Administrators</p>

the content in the CCLS aligned programs Ready Gen, Code X, Go Math and CMP3 Math .			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title 1 Priority Focus, Title 1 SWP funding will be utilized to provide supports such professional development activities for teachers and parents.											
Teachers will be utilized to provide workshops. Current curriculum materials will be used during the parent workshops.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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, there will be an increase of at least 5% as measured by the NY test ready Midline Assessment.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The most recent Quality Review data reflects a rating of Developing in indicator 3.4 School Culture. The feedback provided states that we must improve our communication with parents.</p> <p>We use the Positive Behavioral Intervention System to ensure that positive student citizenship is monitored, promoted and rewarded.</p> <p>In addition, our guidance counselor and social worker conducted at risk counseling to support students in need.</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, there will be a 10% increase in parent satisfaction in communication as measured by the 2015-2016 New York City School Survey.</p>



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>September 2015 school wide PBIS re launching will take place. The PBIS team will analyze OORs data on a monthly basis to monitor student infractions and identify students in need of guidance support to improve their social and emotional development. We</p>	<p>Pre-K through 8 Grade Students</p>	<p>9/2015 to 6/2016</p>	<p>Administrators, guidance counselor, school psychologist, crisis support team</p>

will continue to reward positive student behavior with “caught being good” tickets; which students can use to purchase incentives			
Progress reports will continue to be distributed to parents in an effort to establish communication and high expectations.	Families	9/2015 to 6/2016	Administrators, guidance counselor, school psychologist, crisis support team
We are restructuring our Tuesday time to include learning clubs/workshops for parents aligned to curriculum expectations.	Families	9/2015 to 6/2016	Administrators, guidance counselor, school psychologist, crisis support team
A monthly newsletter will be distributed to families which include monthly school events, and curriculum updates.	Families	9/2015 to 6/2016	Administrators
Parent workshops will be conducted that will focus on PBIS methodologies and concepts as well as progressive discipline.	Families	9/2015 to 6/2016	Administrators and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title 1 P/F set aside will be used to conduct parent workshops/clubs. Resources needed will be purchased through the P/F funds set aside.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, a one question survey will be distributed and there will be a 5% increase in parent satisfaction with communication.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	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
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The 2014-2015 Quality Review reflects a rating of Proficient for Collaborative Teachers quality indicator 4.2</p> <p>Our strengths in this element as noted in the Quality Review include:</p> <ul style="list-style-type: none"> -teachers meet weekly in grade team meetings -vertical bands -book clubs/ and study groups <p>The feedback highlighted the above as systems and structures that allow teachers to analyze student work and teacher practice.</p> <p>However, although we are using the 2013-2014 NYC recommended CCLS aligned curriculum which includes Go Math, CMP3 Math, Ready Gen, and Code X- we have discovered that in order to provide our students with appropriately rigorous instruction our teachers need to plan scaffolds and multiple entry points to address the needs of all learners across grades. This practice of ensuring scaffolds and multiple entry points is important for the progress of our English Language Learners. Providing students with needed scaffolds continues to be an area of need (3c Engaging Students in Learning).</p>		

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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, at least 50% of teachers across grades K through 8 will be rated effective in component 3c Engaging Students in Learning as measured by the 2013 Danielson Framework for teaching rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will utilize Monday's Professional Learning time to engage in 6 week cycles of professional learning that addresses our school's areas for improvement including questioning and discussion techniques, targeted scaffolds, assessment and ongoing checks for understanding, lesson extensions and meaningful work products. The transfer of this learning will be evident by revision to instruction plan/unit plan. Teachers will revise unit/lesson plans with</p>	<p>K through 8 Grade Teachers</p>	<p>9/2015 through 6/2016</p>	<p>Administrators and PLC Members</p>

extensions, supports, assessments and ongoing daily checks for understanding to support students' progress towards unit objectives.			
Using data results (2014-15 Summative Assessments and September 2015 beginning of year assessments) teachers will identify trends and individual student needs. Teachers will use the findings to identify next steps in supporting students in understanding content concepts.	K through 8 Grade	9/2015 through 6/ 2016	Administrators and PLC Members
Teachers will be provided with a structure (Phase I Collaborative Inquiry template) to engage in identifying a targeted group to track across the school year.	K through 8 Grade	9/2015 through 6/2016	Administrators and PLC Members
Administrators will monitor the collaborative inquiry process and provide teachers with feedback and next steps.	Pre-K through 8 Grade	9/2015 through 6/2016	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per diem funding will be used in order to provide teachers with additional planning time.											
In addition, PLC members will provide professional development as needed during the timeframe of the school day.											
School based generated templates will distributed as resource tools to assist teachers with collaborative inquiry work.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, at least 20% of teachers will be rated effective in component 3c Engaging Students in Learning as measured in the Advance Rating system.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
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.	D
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).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>During the 2014-2015 Quality Review we received a score of Developing for indicator 3.4 School Culture. The areas for improvement include:</p> <p>-Strengthening teacher team collaborations and capacity building in order to stimulate teacher investment and encourage a system of accountability so that all constituencies embrace a cohesive set of high expectations and a culture of learning that leads to increased academic achievement for all students.</p> <p>In addition, we will continue to use Advance to monitor and evaluate pedagogical practices across classrooms to ensure that lesson supports, discussion produce Common Core aligned student products that reflect higher order thinking. Teachers will receive timely and meaningful feedback throughout the observation cycles.</p> <p>The SCEP goals will be monitored through a series of systems that include Advance (classroom observations) and Interim Benchmark assessments (3 for ELA/3 for Math). The focus will be to establish an evaluation process including periodic check points to assist in identifying clear indicators of success areas of need and specific adjustments in order to access and improve instructional assessment practices.</p>		

We established a partnership with NYU and engaged in Socratic Seminar which promoted 3b. We identified students engaging in rigorous classroom discussion as an area that we need to improve further.

Part 2 – Annual Goal

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

By June 2016, school leaders will use Advance data from the Danielson Framework for teaching to make informed decisions about professional learning opportunities resulting in 50% of teachers being rated effective or highly effective in component 3b

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In September 2015, teachers across grades who participated in the 2014-2015 Socratic Seminar Professional Learning will open up their classrooms to their colleagues for visitations. The Professional learning team will work with the teacher development coach on questioning and discussion techniques and strategies. The PLC will then facilitate workshops to support teachers with strengthening component 3B in their classroom instruction by modeling best practices during the</p>	<p>Pre-K through 8 Grade and Parents</p>	<p>9/2015 through 6/2016</p>	<p>Administrators</p>

workshops. The learning will also include how to provide appropriate scaffolds and multiple entry points to support all student learning needs. Teachers will collaborate with students and families to further develop language and conversation strategies.			
Professional Learning activities will address ensuring that teachers have a comprehensive understanding of the DOK questioning. DOK questioning will be used during lesson planning and teachers will identify the level of DOK questions. In addition, the PLC will introduce teachers to the Question Formulation Technique for generating open ended questions that promote higher order thinking and facilitates student led discussion (Socratic Seminar).	Pre-K through 8 Grade	9/2015 through 6/2016	Administrators
Administrators will continue to conduct observation cycles with a focus on components 3b and 3c. Specific feedback will be provided with clear next steps aligned to teacher needs.	Pre-K through 8 Grade	9/2015 through 6/2016	Administrators
Inter-visitations will be arranged with 32K383 and 32K376.	Pre-K through 8 Grade	9/2015 through 6/2016	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Diem funds will be used to cover classes during teacher inter-visitations to neighboring schools.
Title 1 Priority Focus funds will be used to provide professional development opportunities.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 20% of teachers will b rate effective in either component 3b and 3c as measured in the Advance rating system.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our 2014-2015 Quality Review reflects a rating of Developing for communicating high expectations. Some of the feedback provided stated that there is a lack of support for families and lack of communication. This was noted although we have systems in place for communicating with families; the systems include student progress reports, EChalk, parent newsletters, school calendar, and Tuesday Parent Conference time. However, there still remains the need to ensuring communication with all families.

We currently have an established partnerships with the Coalition for Hispanic Services. This partnership includes an after school arts and literacy program.

To promote ongoing dialogue with families we have restructure our Tuesday parent time to include parent workshops that reflect parent needs and interest.

Part 2 – Annual Goal

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

6.2 By June 2016, there will be an increase of 25% in the parent section of school culture communicating with families specifically an increase in the “strongly agree” category.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>By September 2015, we will analyze the 2014-2015 Environmental Survey parent response rate for communicating with parents.</p>	<p>Parents</p>	<p>9/2015 to 6/ 2016</p>	<p>Teachers, Paras and Administrators</p>
<p>By October 2015, all classroom teachers will host open houses to give families</p>	<p>Parents</p>	<p>9/2015 to 6/2016</p>	<p>Teachers, Paras and Administrators</p>

an overview of their grade level curriculum and student expectations.			
By September 2015, a parent survey will be conducted to identify parent workshop choices.	Parents	9/2015 to 6/2016	Teachers, Paras and Administrators
By October 2015, parent workshops will begin being presented. Topics will include understanding the Common Core Standards and supporting children in all content areas.	Parents	9/2015 to 6/2016	Teachers, Paras and Administrators

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.											
Parent Title 1 Priority Focus funds will be used to renew EChalk. Materials and resources will be purchased to support workshops.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, there will be an increase of 15% in a school generated survey focusing on school culture and communicating with families as measured against the New York City school survey.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who scored level 1 on the NYS ELA exam.	Common Core Clinics aligned to the CCLS standards.	Small group: Pull out services	During the school day.
Mathematics	Students who scored level 1 on the NYS Math exam.	Common Core Clinics aligned to the CCLS standards.	Small group: Pull out services	During the school day.
Science	Not applicable	Not applicable	Not applicable	Not applicable
Social Studies	Not applicable	Not applicable	Not applicable	Not applicable
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified in need of behavior modification. This includes over age students. In addition, OORs data is used to identify students.	Mediation and conflict resolution strategies	Small group or one to one	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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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).
Our PLC team distributes surveys to identify professional development needs and interests. Professional development is plan using the Advance data and teacher survey results. Opportunities for Professional Development include PLC meetings, study groups and services provided by Generation Ready.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Inter-visitations are scheduled where Pre K students are able to visit Kindergarten classrooms to become familiar with the setting and expectations. In addition, Kindergarten students will visit Pre K classrooms to give presentations to students on what life in Kindergarten is like.

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.

The Professional Learning Committee team is also part of the MOSL committee. A meeting is held to discuss the options. Teachers discuss the options and provide feedback. The PLC team has conducted and will continue to conduct professional learning sessions that promote specific assessments and how assessments can be used to improve student outcomes.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	496,325.00	x	
Title I School Improvement 1003(a)	Federal	16,979	x	
Title I Priority and Focus School Improvement Funds	Federal	20,000		
Title II, Part A	Federal	69,713.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,549,959.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 377, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 377 will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact

PS/IS 377, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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: Alejandrina Benitez de Gautier	DBN: 32K377
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>2</u>
of certified ESL/Bilingual teachers: <u>2</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: The title III funds will be used to implement an after school program for English Language Learners Language Development. ELA and Math strategies will be used to help students achieve higher scores on the NYSESLAT, and city and state assessments. The afterschool program will service approximately 50 students with two certified ESL teachers. The instructional program will service ELLs in grades 3-8; this includes eight newcomers in grades 4-7. The classes will be bridged together 3rd/4th/5th and 6th/7th/8th). The program will take place from November 14-May 8. It will meet for 20 sessions, 1 day a week (Fridays) from 2:30-4:30. Two Certified ESL teachers (Ms. S. Shirley & Ms. C. Shirley) will provide supplemental instruction in alignment with the NYC and NYS content and performance standards; instruction will focus on writing and intensified second language development. The two hour instructional block will be divided with ELA and Math instruction.

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and the NYS ELA. The focus will be in Reading comprehension, Math and a specific target on Writing. The students are mixed levels of Beginners, Intermediates and advanced. The beginners will have support of the native language, Spanish, with an emphasis of language acquisition. The language of instruction for the intermediate and advanced students will be in English. Our students were identified by the NYSESLAT and New York State exam (ELA & Math). The first hour of the program will focus on ELA and Math, and the second half of the program will target specific strategies for ESL and NYSESLAT preparation (with an emphasis on writing). The students will be provided with a pre-test, mid-year assessment and a post-test that will help us monitor progress throughout the program.

 The materials we will use include: Empire State NYSESLAT, and Language Power Building Language Proficiency for ELLs. General instructional supplies such as chart paper, markers, pencils, pens, highlighters, construction paper, post-it, portfolio folders, teacher binders, composition books and any other materials necessary will be purchased by the school to support the Afterschool program. The activities below are divided into the total amount of sessions that they will be teaching.

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: P.S./I.S 377 Title III professional development will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language Learners. The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. The professional development sessions will be facilitated by school administrator. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. The workshop topics will include:

 * Analyzing Data/Using Data to Drive Instruction for ELLs

Part C: Professional Development

* Supporting ELLs' Achievement: Oral Language

* Scaffolding Instruction for ELLs

* Teaching ELA strategies to ELL students

* ELL Considerations for Common Core-Aligned Tasks in Math/ELA

* Best Practices and Strategies in ESL

* Understanding the NYSESLAT

* Understanding Tier Groups (Beginners, Intermediate, Advance) and how to differentiate instruction in the classroom.

Teachers working in the Title III program will receive 7hrs of professional development after school from 2:35-3:35 pm (1 per month for 7 mths @ 1hr each) Teachers will be paid at per session rate.
PD Providers: Members of the Professional Learning Team Per Session Rate 1 teacher x 7 hours=\$353.00
\$50.50 x 7 PD hrs=\$353.50 per teacher x 2 teachers = \$707.00 (1 per month @ 1hr each)
PD participants will be Ms. S. Shirley and Ms. C. Shirley

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: At our school we are eager to raise the level of parental involvement in our school community. Our parents participate in various trainings and workshops. Parent workshops will be facilitated by the ESL Coordinator (Sharron Shirley), Parent Coordinator (Deborah Villanueva), and administrators. In addition, we will contract Generation Ready so that they can provide a parent workshop that will futher support our parents in understanding CCLS and how to help their children at home. The workshops will take place afterschool for a period of one hour and they will be conducted in English and Spanish.

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"> • Per session • Per diem 	—	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 32	Borough Brooklyn	School Number 377
School Name Alejandrina Benitez De Gautier		

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 Dominic Zagami	Assistant Principal Andrew Vaughn
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sharron Shirley	School Counselor Sarahil Perez
Teacher/Subject Area Lizette Walker	Parent Aracelis Lopez
Teacher/Subject Area Claudia Shirley/ENL/FL	Parent Coordinator Carlos Diaz
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Lilian Druck	Other (Name and Title) ,Nadine Marshall, A.P

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	460	Total number of ELLs	87	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	24
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	14	0	4			10				0
DL										0
ENL	54	0	5	15		13	4		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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 spanish							7	5	2					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	9	7	9	15	10	8	6					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1				1		1		2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				1	1	2	1	4	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					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									0
4									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
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:

1. 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.

Our School currently is using the TCRWP running record as a baseline tool for all students across grades K-8. The running records results allows us to evaluate and determine where our ELLs stand compared to our non- ELL population. The individual running record level is being analyzed and matched to a lexile level. The lexile reading level analysis will help group students in lexile level bands that can further inform our instructional goals. We In addition, continue to conduct observations on reading behaviors, and an analysis on the miscues. All of the gathered information is used to group students and to differentiate instruction based on their individual needs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Comparing the data for the past two years , we have seen a decline in the students scoring at the proficiency/commanding level on the NYSESLAT. In 2015 we had 4 students that were proficient, compared to 2014 when we had 11 students that were proficient.

The scores of the most recent NYSITELL and NYSESLAT tests indicate that the majority of our ELL students have increased their English Language Proficiency since their initial taking of the NYSITELL. In 2015 we testesd 89 ELLs, 8 were proficient, 18 moved from Intermediate to Advanced, 19 moved from Beginners to Intermediate. We had 29 stay at the advanced level, 10 at the Intermediate level and 3 at the Beginners level. The data patterns for the NYSESLAT suggest that the majority of our students are moving from one level to another, however we still have a large number of students that make it to the Advanced level but do not move on to proficiency. It is evident that the Beginner and intermediate ELLs readily move on to the Intermediate and advanced levels at a faster pace.

The 2013-2014 NYSESLAT data also reveals that 52% of the ELLs scored in the Advanced (Expanding) range which shows that with additional instructional supports such as the Title III afterschool program, these students can be pushed to the proficiency/commanding level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the information about the AMAO in two ways. First, we look at the students' progress over the past two years on the NYSESLAT assessment to determine who is advancing from one level to the next. This assists the school with targeting students for more rigorous enrichment activities such as the Title III afterschool program. Another way that we use the AMAO is to identify the students that are approaching grade level standards in ELA and Mathematics. We target these students and encourage them to attend the afterschool academy which focuses on test preparation strategies.

The 2013-2014 summative data revealed that the Limited English Proficient subgroup of students made AYP in English Language Arts and Mathematics.

4. For each program, answer the following:

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

The data patterns for the NYSESLAT suggest that the majority of our students are moving from one level to another, however we still have a large number of students that make it to the Advanced level but do not move on to proficiency. It is evident that the Beginner and intermediate ELLs move on to the Intermediate and Advanced levels at a faster pace. Our ELLs in the Transitional Bilingual Special Education Program take tests in English and in Spanish, however the students perform slightly better in their native language.

The school leadership and the teachers use the ELL periodic assessments as a baseline for student performance on the NYSESLAT. We also examine if progress was made between the benchmark periods. The teachers analyze the results to determine which areas of the test the students show strengths and weaknesses and then use the results to inform their instruction.

We have learned that our students still need assistance with listening, speaking, reading and writing for literary responses and critical analysis and evaluation. As stated previously, the ELLs in our TBE special education classes are taught in both English and Spanish, however, the periodic assessments are given in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

At the start of the school year, we review our TC running records and the beginning of the year math assessments from GO Math. Screening is administered to all students for the purpose of establishing a baseline of performance and identifying students who are not making academic progress. Students demonstrating patterns of concern are identified and are provided with increasingly intensive interventions based on the content with which they struggle. English Language Learners who score below specific levels of performance, our school will determine the Tier group and additional support services to provide the student. Progress monitoring provides the opportunity, through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data collected as part of progress monitoring are used to make informed decisions about changes to intervention.

Parent notification is provided in writing when a student requires instruction and intervention beyond what is provided in the Tier 1 setting. Parents must be notified regarding:

- * Rationale for moving the student into a higher, more intensive tier
- * The amount and nature of student performance data collected
- * Interventions provided
- * Strategies to be utilized in increasing the student's rate of learning
- * Parents' right to request an evaluation for special education services

Staff members are qualified in both the knowledge and skills necessary to implement all components of RTI with fidelity.

ELL students who are below grade level (at risk) are serviced by their classroom teacher with Core Instruction and they are also serviced in small groups. We track their progress through informative classroom observations, and by using Periodic Assessments and the TC running record as a midline and endline. The data results are compared and an analysis is conducted. Based on the results, we determine if the Pupil Personnel Team should study a particular case. If a teacher feels that a student needs Tier 3 intervention, the teacher must demonstrate that the appropriate plan for small group instruction was in place and properly conducted.

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

Our English Language Learners are serviced by both the ENL teachers through push-in or pull-out services. The students are grouped for ENL services to support their language development in the four strands of reading, writing, listening, and speaking. In the classroom the students are grouped to ensure that their linguistic needs are being met through the use of turn and talks and cooperative learning. The ENL teachers and classroom teachers communicate on an ongoing basis about the data collected and they collaborate to ensure that the language goals of the students are being met. UDL strategies are used to provide specific scaffolds for ELLs. Teachers also use differentiated instruction to meet the needs of individual students.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of our programs based on the level of improvement our students make at the end of the year on all state assessments (NYSESLAT, ELA, MATH and SCIENCE). We also use formative assessments such as running records which show reading progress and interim assessments in reading and math. Through careful observation of student assessments, classroom performance and class participation; the information we gather provide us with information on the areas that show strong performance, adjustments are then made to improve the areas where most needed.

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.

During the initial registration process our ESL Coordinator (Ms. S. Shirley) and our ENL teacher (Ms. C. Shirley) who are both certified and speak Spanish are present with our school secretary (Ms. Grayson) to meet with the parent and child. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and the student in English. If translation is needed in a language other than Spanish then we will utilize the over-the-phone interpretation service available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Our school secretary (Ms. Grayson) will ensure the timely entry of this information into the designated ATS screen. If a student is determined to have a Home language other than English our school will administer a more in depth interview if the student is eligible for NYSITELL testing.

Parents of potential ELLs receive a registration packet, all forms are available to parents in translated versions

- * A Home Language Survey is included in the packet
- * HLIS is given to parents in language that they speak
- * Parent completes survey with assistance of our parent Coordinator (Mr. Carlos Diaz) or our ESL Coordinator (S. Shirley).
- * A licensed pedagogue (Ms. Shirley, ESL Coordinator) evaluates survey & completes interview w/parent & child (ESL Coordinator)
- * Pedagogue determines language of the child and a decision is made on placement
- * Based on that/child is administered the NYSITELL within the first 10 days of school by Ms. C. Shirley or Ms. S. Shirley.
- * The parent is informed of the NYSITELL results and an initial placement letter is sent to the parent, copies are kept on file by the

ESL Coordinator and a copy is placed in the cumulative records.

Based on NYSITELL results, students are categorized into one of five proficiency levels Entering, Emerging, Transitioning, Expanding, and Commanding. Students who score below the Commanding level on the NYSITELL are mandated to receive bilingual education or English as a new language (ENL) services. NYSITELL results determine the number of units of ENL, ELA and home language arts.

All new entrants whose HLIS responses indicate a home language of Spanish and who are identified as an ELL based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment during the same testing window.

Students scoring in the Entering, Emerging, Transitioning, and Expanding ranges on the NYSITELL must receive ELL services in accordance with NYSED Commissioner’s Regulation Part 154. (Beginner/ Entering 360 minutes, Low Intermediate/Emerging 360 minutes, Intermediate/ Transitioning 180 minutes, Advanced/ Expanding 180 minutes, and Proficient/Commanding 90minutes). The student will remain until they receive a CM (commanding) on the NYSESLAT. The annual assessment of the NYSESLAT is given every spring, students remain identified as an ELL through running the RLER reports in ATS.

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

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Before placing SIFEs in an appropriate instructional program, our staff will obtain comprehensive information on their former schooling, interests and family background. A parent interview includes gathering information on students’ educational background, family and social history. To derive accurate information, the interview instrument will be provided in the native language and administered as soon as possible to facilitate educational planning for SIFEs.

The parent interview will be conducted under the direction of our ESL coordinator (Ms. S. Shirley), parent Coordinator (Mr. C. Diaz) or ENL teacher (Ms. C. Shirley).

If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process as outlined below for students who are:

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status will be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

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

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities receive accommodations that apply both to ELLs and SWDs as appropriate. The evaluation may include individual assessments, observations, and an interview with the child. The evaluation also guides the IEP team in identifying the disability, developing an IEP and determining the nature and extent of the special education and related services that the child may need.

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

The following 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Administer the Home Language Identification Survey

Step 2: Determination of NYSITELL Eligibility

Step 3: Administration of the NYSITELL

Step 4: Administering the Spanish LAB

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.

Upon completion of administering the NYSITELL to Newly arrived ELLs, the ESL Coordinator (Ms. S. Shirley) communicates with parents using the parent notification letters in the translated versions; Entitlement letters, Parent Survey, Program Selection, Non-Entitlement Letter after receiving a (P) on the NYSITELL, Placement Letter, Continued Entitlement/Transition letter after they receive a proficient (P) on the NYSESLAT. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child's placement. Names of parents who have not returned the forms are then turned over to the parent coordinator (Carlos Diaz). The parent Coordinator then reaches out by phone to these parents and explains the importance of making a selection. In addition to phone contacts during various school activities we make it a point to reach out to the parents. The returned documents as well as the forms we received during orientations are stored in the ESL Coordinator's office. Copies of each document is made and the originals are placed in the students records.

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

In our school the ESL Coordinator (Ms. S. Shirley) and ENL teacher (Ms. C. Shirley) will meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, or other scheduled meetings provided for 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 needs in all content areas. This additional meeting may include our parent coordinator (Mr. C. Diaz) or classroom teachers that can sufficiently inform the parents or guardians about the child's language development in all content areas in English. The meetings will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

If a written request for appeal is received within an ELL's first 45 days of enrollment, our school will implement a review process by qualified personnel (Ms. S. Shirley) and (Ms. N Marshall , A.P) to determine if a student may have been misidentified.

A review of ELL identification determination would commence upon written request by a parent, a teacher with the consent of the parent. Before a change in ELL determination is final, parental consent, and principal and superintendent approval are required. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

All ELL-related documents will be kept in the student's cumulative record. In addition to the students cumulative record our school maintains an ELL Folder/File Cabinet of Critical Documents which can be found in the ESL Coordinators (Ms. S. Shirley) room.

Critical ELL documents include the following:

- Dated and signed copies of each student's o Home Language Identification Survey

- o Parent Survey and Selection Form
- o Program Placement Letter
- o Entitlement letter (newly identified ELLs)
- o Continued entitlement letter (continuing ELLs)

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.

Parents are the sole determinants of the ELL programs their children receive. Our school notifies the parents of their child's eligibility for ELL services and the three instructional models available in New York City. Parents are provided information and program selection through parent orientations (in the parents' preferred languages) where they can view the Parent Orientation video (which explains the three program options. In New York City, there are three ELL programs offered to parents at the time of initial ELL identification:

- Dual language (DL)5
- Transitional bilingual education (TBE)5
- Freestanding English as a new language (formerly known as ESL)

Attendance is taken of parents and staff members present at the orientation. The orientation is conducted in a language or mode of communication that the parent or guardian best understands. Our school will contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, our school will provide the parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

The parent will be encouraged to complete the form at school or they must return it completed and signed within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program (which is the default placement) if one exists at the school; otherwise the student is placed in ENL. The school will document and include attempts to gather initial parent selection preference; documentation will be maintained by the ESL Coordinator. Our ESL Coordinator (Ms. Shirley) will enter the parent's choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed.

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.

Upon completion of administering the NYSITELL to Newly arrived ELLS, the ESL Coordinator(Ms. S. Shirley) communicates with parents using the parent notification letters in the translated versions; Entitlement letters, Parent Survey, Program Selection, Non-Entitlement Letter after receiving a (CM) on the NYSITELL, Placement Letter, Continued Entitlement/Transition letter after they receive a commanding (CM) on the NYSESLAT. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child's placement. Names of parents who have not returned the forms are then turned over to the parent coordinator (C. Diaz). The parent Coordinator then reaches out by phone to these parents and explains the importance of making a selection. In addition to phone contacts during various school activities we make it a point to reach out to the parents. The returned documents as well as the forms we received during orientations are stored in the ESL Coordinator's office. Copies of each document is made and the originals are placed in the students records.

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

Ensuring parent participation is especially challenging. Strategies to increase the response rate include multiple mailings, reminders, and encouraging participation through ongoing outreach.

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

To ensure that parents are informed and receive the notification of their child's placement. Our school distributes the placement letters during the parent orientation meetings.

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

The returned documents as well as the forms we received during orientations are stored in the ESL Coordinator's office. Copies of each document is made and the originals are placed in the students records.

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

At P.S./I.S 377 we have specific structures to ensure that the four components of the NYSESLAT are administered.

*Staff members are informed in September of the tentative testing dates so no out of school activities are planned during testing.

*Parents are notified in writing of the test dates so they can try to ensure that their child will be in school during the testing days.

*The RLER report is generated in ATS by the ESL Coordinator to ensure all students that are entitled are tested.

*The list of students is then broken up by grades to administer the speaking component, Ms. S. Shirley having grades K-4 and Ms.C.Shirley grades 5-8. Students will be tested individually throughout the administration periods of the speaking section.

*The Listening, Reading and Writing sections will be administered 3 consecutive days. Students will be grouped according to the

testing strands; K, 1-2,3-4, 5-6, 7-8. Students will be pulled from their classroom and the test will be administered by Ms. S. Shirley K, Mrs. Walker 1-2, Ms. Rosado 3-4, Mrs. Negron 5-6, and Ms. C. Shirley 7-8. Mrs. Walker, Ms. Rosado and Mrs. Negron are teachers that have experience working with the ELLs and have administered the NYSESLAT exam in the past, the three teachers have participated in the Title III afterschool in previous years. The students in theTBE SWD class will take the test with their classroom teacher (Ms. Alvarez). All testing modifications will be followed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Providing information related to school and student 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. The information is distributed through multiple mailings.
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).

At our school 95% of our ELL home language is Spanish. When meeting with the parents and reviewing our parent selection forms they are all choosing ENL. Parents are informed that they have the right to chose TBE although not offered at our school. If we were to have a parent that chooses TBE where they are not enough students to create a class, they will receive ENL services while waiting for the required 20 participants. Thus far, we have not received the required 20 participants per grade or contiguous grades. We respect and value the involvement of our ELL parents. The program model offered at our school is aligned to Parents choice. Parents are informed of their rights and we commit to honoring their program choices. We will continue to align our programs to the parents request and the needs of our students.

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.
 At our school we are currently using a push-in and pull-out model. Our two licensed ENL teachers Ms. S. Shirley Ms. C. Shirley meet with the students at the Beginner/ Entering level for 360 minutes, Low Intermediate/Emerging 360 minutes, Intermediate/ Transitioning 180 minutes, Advanced/ Expanding 180 minutes, and Proficient/Commanding 90minutes. Whether following the push-in or pull-out model, students are grouped based on their English proficiencies. In the Push-in model the ENL teachers work with the students to provide language acquisition and vocabulary support. They work in collaboration with the classroom teacher. In the Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. The ENL teachers plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.
 - b. TBE program. *If applicable.*
 Our school currently has two TBE classes (SWD's) in grades 6th -8th. In the TBE classes the students transfer their home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students receive 75% of instruction in their home language and 25% in English. As the student's English proficiency increases, more of their instructional day is spent learning in English.
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

	Beginner / Entering	360	180 standalone	180
integrated ENL/ELA				
Low Intermediate / Emerging	360	90		180 integrated ENL/ELA

Intermediate / Transitioning	180	0	90 integrated ENL/ELA
Advanced / Expanding	180	0	180 integrated ENL/ELA
Proficient / Commanding**	90	0	90 integrated ENL/ELA

ENL is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In student practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the workshop model for ENL instruction. (shared reading, guided reading, read alouds. etc). The instructional minutes are delivered based on the CR-Part 154 mandates: (see above)

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our school science and social studies are taught inline with the NYC scope and sequence. In grades K-5 we use Ready Gen for ELA and GoMath for math instruction. Students in grades 6-8 receive instruction through Code-X for ELA and CMP 3 for math.

Content-area instruction in the native language and English is designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, and writing in the students' home language.

Our TBE classes use native language instruction for ELA and Math, and use English instruction in Social Studies and Science. Technology is integrated throughout all curriculum areas, especially programs designed to meet the needs of the second language learner. The ENL Push-in and Pull-out program services ELLs in grades K-8 and as a way to support our ELLs in the classroom, the ENL teachers work closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic grade level texts, and materials as well as the explicit teaching and reading and writing strategies that will aid them in meeting state and local assessments. Our goal is to provide all ELLs with a high quality education and language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. In an effort to increase the teaching quality of reading and writing we have included in our instructional plan:

- * ESL programs that reflect visuals, appropriate teaching charts with graphic organizers
- * Scaffolding instruction for all learners
- * Differentiated instruction during reading and writing
- * Additional/supplemental academic intervention for ELL learners in AIS using Common Core Clinics

The Common Core learning standards combined with the New York State ENL standards play a significant role in the implementation of then ESL curriculum. Both standards are used in conjunction to assure that our ELL students are receiving high quality instruction in both English and the content areas. Our ENL teachers provide instruction in English utilizing ESL strategies and methodologies. In collaboration with the classroom teachers, ENL teachers reinforce content instruction and use content materials. We currently use Language Power, it's a series of texts on various language levels. It engages the students in language -rich, content-rich and engaging lessons that gives the students an opportunity enjoy a variety of texts and the opportunities to engage with their peers and teachers.

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

We use the Core Assessment Battery which provides multiple data points to establish diagnostic profiles for each student that is then used to establish starting points and pathways for individualized instruction. Our ELLs are also appropriately evaluated during the initial identification process with the Spanish LAB, as well as teacher generated assessments in the TBE classes. Instruction for ELLs is differentiated by the classroom and ENL teacher, with the use of multilingual books, classroom libraries as well as glossaries/dictionaries. Our instructions are Data Driven, with the results from the NYSESLAT, periodic and Interim assessments.

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

Our students are assessed through benchmarks that are given three times throughout the year. In September the baseline is given, the mid year is given in January and the endline will be given in June to assess what was learned throughout the year.

This assessment consist of all four modalities (listening, speaking, reading, and writing). The Language Power texts that we use also assess the language learning through formative and summative assessments. A progress monitoring tool will be in place to show if students are making progress 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

All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards:

- a. Students who come from another country with little or no formal education will be identified through the HLIS and Parent/Child Interview. Once identified as a SIFE student, the child will be appropriately placed. Students will be provided

with AIS and participate in our Afterschool program.

b. ELLs in school for less than three years will be tested annually to determine English Language acquisition and level.

Students

will receive the appropriate ENL instruction following the levels of English according to the NYSESLAT and LAB, which will

include , reading, writing, speaking , and listening. In addition these students will be mandated to attend all additional instructional activities provided:ie,afterschool program.

c. ELLs who have completed 4-6 six years will receive mandated services for ELLs, but will also receive AIS service and participate in all programs available to monolingual students. The instructional program focuses on reading, writing, and

listening. The ESL teacher and classroom teacher collaborate on best practices and share ideas that will keep the students on

track and is aligned to the curriculum. Ongoing assessments will be provided in order to track their literacy skills.

d. Long term ELLs that are not given an extension of services from the state will be provided with intensive test practice classes.

They will participate in after school, small group instruction, and individualized instruction. Support services are provided by

the ENL teachers , AIS providers and classroom teacher. The ENL instruction for each child is dependent on their English level

on the NYSESLAT.

e. Former ELL students are invited to attend the Title III after school program. They are also afforded all test accomodations

that apply to current ELL students. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accomodations.

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.

To ensure that the student’s academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.

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

Our Teachers of ELL SWDs use various strategies and techniques to ensure that their students are provided with the same academic content as the general Ed populatoon. Our SWDs are instructed through the use of graphic organizers, visuals, sentence starters , and the use of the smartboard. ELLs identified as SWDs are programmed according to their individualized Educational Plan (IEP), provided with all mandated support services in addition to ENL. They are given the opportunity to participate in all afterschool activities when available. Teachers and staff follow the IEP for each child. The instruction is data driven, according to their English level on the NYSESLAT, NYSITELL and all other standardized tests.

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?

Our instructional staff work in collaboration to support our ELL SWDs in meeting their IEP goals and attaining Ennglish language proficiency. ENL services are provided based on the students linguistic needs. ELL SWDs are grouped and serviced regularly with other ELLs (non SWDs) based upon their instructional needs. When applicable our ELL SWD students are afforded the opportunity to mainstream into general education or ICT settings in specific subject areas of strength.

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.

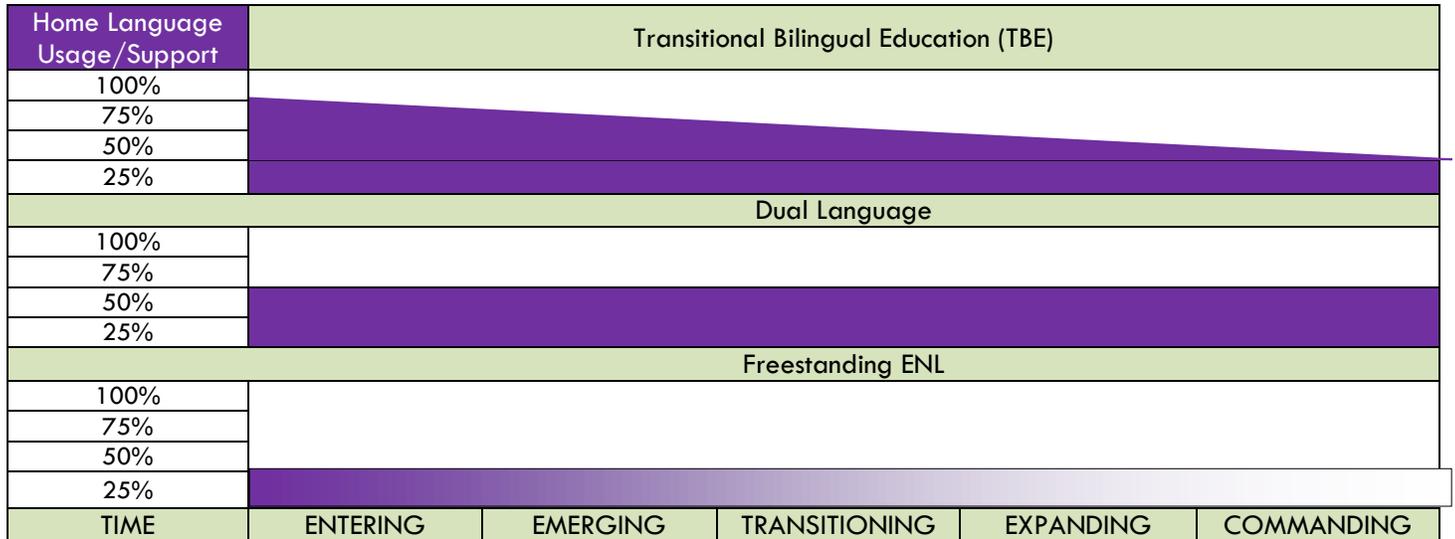


*Note “other approved services” does not apply to New York City at this time.

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. We currently have identified ELL students who will receive intervention through after school program opportunities and during extended day. ELL students will use the Common Core Clinics ELA and Math, Test Ready ELA and Math, and Great Leaps (if applicable) during specific blocks of the day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELL students are currently receiving all mandated services that focus on all four modalities (listening, speaking, reading, and writing). We will also be providing AIS during a Title III after school program. Classroom teachers provide ELL students with individualized or small group differentiated instruction based on their needs.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently using new curriculums in ELA and Math. ReadyGen and Go Math are being utilized along with scaffolded strategies for ELLs.
13. What programs/services for ELLs will be discontinued and why?
At this time we have chosen to continue with our current programs which are aligned to the CCLS.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All our ELL students across all subgroups participate in all school programs. ELLs in the testing grades who fell below grade level in ELA and Math are given priority to attend our supplemental programs. After School academic reading intervention services for grades 1-5, Title 1 Priority Focus after school program for grades 3-6, AIS/ Test prep academy for grades 3-8, and Title III after school for grades 2-5. These ELLs will be targeted through small group instruction, differentiated instruction in both math and ELA.
materials we will use are:
* Ready New York CCLS
* Common Core Clinics
* Progress Coach
* Ladders to Success
* New York Content Reading
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.
The following materials are used to support learning of ELLs:
* ReadyGen
* GoMath
* Code X
* CMP3
* Common Core Clinics in ELA and Math
* Test Ready in ELA and Math
* Getting Ready for the NYSESLAT
* Content area Libraries (English/Spanish)
* Non-Fiction Libraries (English/Spanish)
Our school also utilizes smart boards, computers, internet, Ipads, audio materials, as well as word walls, graphic organizers, pocket charts, dictionaries and glossaries. Our ELLs also received instruction from our reading technology teacher (Ms. Radish) and our math technology teacher (Mr. Palomino). We also utilize Rosetta Stone and Achieve 3000.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our ELLs are provided with dictionaries, glossaries bilingual texts in math. We try to pair our ELLs with a buddy or we use paraprofessionals and parent volunteers to assist within the classroom.
Our TBE class receives 60% of instruction in the student's native language (Spanish), Multiple assessments, both formal and informal will be conducted throughout the year. As the students develop fluency in English, the instructional time will continually increase as outlined by the CR-Part 154 guidelines.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All activities such as SETTS, Speech, and AIS are age and grade appropriate, the curriculum is grade specific and is supported with curriculum maps, teacher made materials/resources and texts.
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).

New students and their parents are provided visits to the classrooms, cluster classrooms, library, cafeteria, and gymnasium to allow the students the opportunity to familiarize themselves with other areas of the school that they will utilize throughout the year. This is done by our parent coordinator (Mr. C. Diaz). A welcome breakfast/luncheon is held by the parent coordinator, ESL coordinator with the assistance of our PTA in September to welcome them to our school community. At the breakfast/luncheon they are informed about school curriculum, routines and structures. Parents are given the opportunity to speak with the Principal and Assistant Principal about the different program models available to eligible students and all rules and regulations concerning the ELLs. Throughout the school year, additional parent orientations will be held. New ELLs will receive one on one attention/support to help them get adjusted to the school.

19. What language electives are offered to ELLs?

At this time, no language electives are offered at P.S/I.S 377

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ENL teachers as well as our content area classroom teachers will attend professional development sessions offered by our Brooklyn North Field Support Center specifically geared for ENL and all teachers of ELLs. Professional development will be presented through workshops, instructional practice series, strategy series, and study groups. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. Ongoing support is provided by the ENL teachers to the classroom teachers that will help engage all ELLs in instruction that is grade - appropriate, academically rigorous and aligned with the NYS CCLS.. The ENL teachers will participate in weekly grade level meetings as well as collaborative inquiry to provide insight and instructional practices for the classroom teachers. Our teachers will collaborate purposefully and consistently to promote academic achievement in all content areas to develop language objectives and content objectives. Administration will provide teachers with in house professional development that will help them improve on their instructional plans.

The following teachers will participate:

- * Ms. S. Shirley (ENL Coordinator/ENL Teacher)
- * Ms. C. Shirley (ENL Teacher)
- * Ms. Alvarez (TBE)
- * Ms. Fernandez (TBE)
- * Ms. Radish (Reading Technology)
- * Mr. Palomino (Math Technology)
- * Mr. Marks (A.I.S)

The topics to be covered Brooklyn North Support Center are:

- *Making Content Comprehensible for English Language Learners 11-6-15
- * Planning Differentiated Curriculum for ELLs and SWDs in the Content-Area Classroom 10-23-15
- * Planning Lessons to Engage and Support English Language Learners 10-7-15
- * Developing Academic language for English Language Learners in Mathematics Institute 12-17-15 and 1-25-16
- * Leadership Institute in Upper Elementary Mathematics for teachers of ELLs 11-9-15, 12-7-15 and 1-11-16
- * Implementation of the New CR-Part 154 to Ensure High Quality of Education for ELLs 11-3-15

The topics to be covered in the 6 cycles of in house professional learning are:

- *Questioning and Discussion Techniques 10-19-15 to 11-30-15
- *Targeted Scaffolds 12-7-15 to 1-25-16
- *Assessment and ongoing checks for understanding 2-1-16 to 3-21-16
- *Lesson Extensions 3-28-16 to 5-9-16
- *Meaningful work products 5-16-16-6-27-16

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?

All teachers attend all PD offered by the school in regards to new programs. ReadyGen, Go Math, CMP3 and Code X are aligned to the CCLS. The teachers are also included in the school PD plan.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our teachers attend staff development where they are introduced to research based instructional strategies that will help ELL students in English as a Second Language make the necessary transitions. Our teachers are provided with in house professional development that will focus on enhancing instructional planning for ELLs. The ongoing professional development helps to support accelerated academic growth and language development for our ELLs. The guidance counselor works closely with students to help them choose the best options for high school. The high school application process is explained to families at a meeting that

is held by the guidance counselor and parent coordinator. Additional support is provided on an ongoing basis.

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.

At our school a minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR

Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be 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.

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?

Our ENL Coordinator will meet with the parents of English Language learners at least once a year, in addition to parent-teacher conferences, our initial parent orientations, or other scheduled meetings to discuss the goals of the program, their child's English language proficiency assessments and the language development needs of their child in all content areas. The additional meetings will include the classroom teachers, ENL teachers as well as the parent coordinator that can provide translation when needed.

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.

All ELL related documents are kept in the students's cumulative records, where it is reviewed on an on-going basis by our ESL Coordinator (Ms. S. Shirley). Our school keeps a file cabinet with ELL folders of Critical documents in the ESL coordinators (Ms. S. Shirley) office and it can be accessed easily by the school administration. We refer to all applicable laws and regulations pertaining to the retention of records.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At our school we are eager to raise the level of parental involvement in our school community. We will offer the parents an opportunity to participate in various trainings and language development. Parents will be given the choice to participate in various workshops such as (ELA and Math Common Core, Getting Ready for High School, and Cook Shop, where they receive monthly groceries). We also provide an ENL after school class for parents once a week for two hours, it is taught by our certified ENL teachers (Ms. S. Shirley & Ms. C. Shirley). Parent workshops will be facilitated by the ENL Coordinator (Ms. Shirley), Parent Coordinator (Mr. Diaz), Guidance Counselor (Ms. Perez), and administrators. The workshops will take place during school and afterschool and will be conducted in Spanish and English. We will utilize the services of the translation unit when needed. Our Parent Coordinator (Mr. Diaz) will help to set goals, develop action plans and keep the line of communication open between the parents and school community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At P.S. 377 we have the CBO (Arts and Literacy) that provides an afterschool program that assists with homework, and needed afterschool childcare. They also provide a variety of workshops and multicultural activities.
5. How do you evaluate the needs of the parents?

At our September parent breakfast/luncheon we get the opportunity to speak with the parents, the parent coordinator distributes a needs assessment checklist that includes (what are their needs, what topics they want to learn more about, what would make it easier for them to be active participants in our school, and what contributions/talents can they add to our school). Our parent coordinator (Mr. Diaz) is the liaison between the parents, administration, and teachers. He meets with parents daily and sits with our pta to discuss any needs that they may have for themselves or their child. The concerns are then communicated to administration. Our goal is to create a school environment that is warm, caring, inviting, and receptive to parents. Ongoing direct Communication is a key to a welcoming school climate, sending out bilingual newsletters, or scheduling monthly meetings for parents with our parent coordinator is one of our goals.

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

The primary objective is to enable greater and more meaningful parent participation in the education of their children. We will aim to provide family literacy activities that help parents, as the first teachers of their children, to become more effective participants in their children's education. Based on the feedback we receive from our questionnaire our activities are tailored around them to meet the parental needs. The workshops will aim to help give the parents voice and give them more confidence when making decisions for their children.

The topics for our parent workshops will include:

- * ARIS Parink Link
- * Promotional policies for ELLs
- * Ready Gen/Code X for ELA
- * Go Math/CMP 3
- * Preparing your child for Middle School/High School
- * Preparing your child for City and State Assessments
- * How to Interpret City and Statewide results
- * ESL strategies to use at home
- * Structure of the NYSESLAT
- * Using Technology to increase English Language skills
- * Communicating with teachers

***Food/Nutrition**

Parent workshops will be facilitated by Parent coordinator who is the direct link between the parents and the school. Administration, ENL coordinator and Technology teachers will also facilitate the workshops.. All workshops materials will be translated into the language needed. Translation during all workshops is available and we will utilize the services of the translation unit.

D. Additional Information

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

Paste response here:

School Name: 377

School DBN: **#INGEST ERROR!**

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)
Dominic Zagami	Principal		10/26/15
Andrew Vaughn	Assistant Principal		10/26/15
Carlos Diaz	Parent Coordinator		10/26/15
Sharron Shirley	ENL/Bilingual Teacher		10/26/15
Aracelis Lopez	Parent		10/26/15
Lizette Walker	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		
	Coach		
	Coach		
Sarahil Perez	School Counselor		10/26/15
Lilian Druck	Superintendent		10/26/15
	Borough Field Support Center Staff Member <u>32K37Z</u>		
Nadine Marshall	Other <u>A.P.</u>		10/26/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32k377** School Name: **PS/IS 377**
Superintendent: **Lilian Druck**

Before you begin, please check the following:

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

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

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

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

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

Our written translations assessments needs were found by a careful review of the Student blue emergency cards, home language surveys, UPPG screen, as well as information gathered during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. Using the information gathered we will create a document with the students name, class and grade. The document will be kept in the ESL coordinators office so it can be updated regularly throughout the year. The Parent Coordinator (Mr. Diaz), ESL Coordinator (Ms. Shirley), Guidance (Ms. Perez), as well as other members of the school community will ensure that parents understand their rights.

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.

After a review of our HLIS we found that our school preferred languages for both written and oral communication are:

Spanish- 93%

Arabic - 6%

Farsi- 1%

The teachers are notified which parents are in need of translation services as well as the PTA.

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.)

Schools newsletter
Parent handbook
School calendar
Parent teacher conferences
After school programs
Parent Orientation meetings
NYS testing Calendar
Letters from teachers

All correspondence for parents is provided in English and Spanish, it is translated by our ENL teacher (Ms. C. Shirley). These translations apply to school wide notices and individual parent letters.

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.

Parent teacher conferences
Parent Orientation meetings
PTA meetings
100% Attendance celebrations
Multicultural celebrations
Health and Nutrition Workshop (Cookshop)

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.

Our plan is to continue the translation of the current Parent Hand Book into Spanish, Farsi, and Arabic. Written translations will also be used to disseminate vital information and parent letters to non-English

speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams. Our school will provide all notices in English, Spanish. We also have a roster of bilingual pedagogues on staff that are available to provide translation. For our small population of Arabic families, we will:

- * Provide interpretation services (either on site or over the phone)
- * Contact the DOE translation and Interpretation Unit
- * Utilize the Translation/Interpretation school funding allocation
- * Utilize teachers and school staff within the building

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.

We plan to meet the needs by providing interpreters in Spanish during all Parent teacher conferences, teacher/parent meetings, workshops suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation. Oral Interpretations will be provided by school staff, our school has a large number of Spanish speaking staff, including the Parent Coordinator, ESL Coordinator, ENL teacher, attendance personnel, Guidance, and Bilingual teachers. We will utilize the interpretation services for our Arabic Parents. There is a written poster at the entrance of the school door notifying parents that translation services are available.

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.)

Our parent coordinator meets with the staff at the start of the school year to explain the use of the Translation services and over the phone interpretation services. Our staff is provided with a copy of the "I Speak..." card, which includes the phone number for the over the phone interpretation unit. The Parent Coordinator and ESL Coordinator will collaborate to support the translation and/or interpretation needs of the staff. They will monitor and evaluate the needs of the staff, in order to provide a quality experience for both families and our schools staff.

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

P.S./I.S 377 fulfills Section VII of Chancellors Regulations A-663 by providing each parent a copy of the Parents Bill of Rights during registration. They are also provided with a school handbook at the beginning of the school year that covers all notification requirements. They are also provided with a monthly calendar that notifies them of all monthly events at our school. We provide parents notifications in their primary language and during meetings or conferences; translators are available to parents. All letters and documents are provided to parents in both English and their Native language. As a school community we want to better engage and communicate with Limited English proficient parents because we want them to feel that they are involved from the start and ensure that the information we provide meets their needs.

Part F: Monitoring and Quality Control

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

The first step to improving our parent, family, and community involvement in our school is to assemble a team composed of the parent coordinator, ESL coordinator and ENL teacher and parent-teacher association members. The team begins by assessing the needs of our parents through informal conversations. Our PTA will also be encouraged to create a parent group inclusive of all cultures and languages to ensure that all are represented in our school community. Once our school has initiated an effort to look carefully at the information gathered about the status of our parental needs, priority areas will be identified, tasks assigned, and plans to evaluate progress will be put into place.