



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

06M132

School Name:

P.S. 132 JUAN PABLO DUARTE

Principal:

XIOMARA NOVA

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Section 1: School Information Page

School Information

School Name: Juan Pablo Duarte School School Number (DBN): 06M132
Grades Served: K-5
School Address: 185 Wadsworth Ave.
Phone Number: (212)927-7857 Fax: (212)568-8163
School Contact Person: Xiomara Nova Email Address: XNova@schools.nyc.gov
Principal: Xiomara Nova
UFT Chapter Leader: Ruanlisa Seignious
Parents' Association President: Janet Duran
SLT Chairperson: Awilda Estrella
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Melina Sanchez
Student Representative(s): _____

CBO Representative: Angel Guillermo

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway Ave., New York, N.Y. 10033
Superintendent's Email Address: MRamire4@schools.nyc.gov
Phone Number: (917) 521-3757 Fax: (917)521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave., 8th Fl., New York, N.Y. 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (646)470-0721 Fax: (917)339-1765

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 in response to the first five (5) 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 American Institute of Research (AIR) Needs Assessment, 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 Education 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:

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

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, 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:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
√	Xiomara Nova	*Principal or Designee	
√	Ruanlisa Seignious	*UFT Chapter Leader or Designee	
√	Janet Duran	*PA/PTA President or Designated Co-President	
√	Digna Mola	DC 37 Representative (staff), if applicable	
√	Melina Sanchez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
√	Awilda Estrella	Staff	
√	Joanna Estades	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
√	Amada Castro	Parent	
√	Jerika Hiraldo	Parent	
√	Ana Dionicio	Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Contextual Information:

The Juan Pablo Duarte school is located in the heart of the vibrant community of Washington Heights in historic Upper Manhattan. It is a rich blend of cultures; long established residents welcome newly-arrived immigrants from many lands with most coming from the Dominican Republic with an increasing number of immigrants coming from Mexico and other Central and South American countries. The neighborhood hosts businesses large and small and a world class university and medical center. Our school enjoys wide community and family support.

Our school serves students in grades kindergarten through 5th, approximately 550 students primarily of Hispanic heritage. Our school provides an education that not only addresses the academic needs of our students but also the social emotional components that come with adapting to a new country, a new culture and a very different learning environment. The school provides an education that allows the students, through the use of the new curriculum initiatives such as our collaboration with the Teachers College Reading and Writing Project, modifications made to the ReadyGen and Go Math curriculums, as well as the Community Word Project and arts programs that support the development of skills and knowledge necessary for academic success.

Mission Statement:

Our mission is to provide a rigorous, standards driven, instructional environment that addresses the educational needs of all students (general, special and bilingual education), while affording students with the experiences necessary to create the foundation needed to function as productive members of society and as life-long learners.

Vision:

We will accomplish our mission through the creation of a professional learning community dedicated to providing well-prepared, expert teachers for every child and collaboration with community based and outside organizations that support both academic and social emotional areas of students' growth.

School Beliefs:

We believe that students learn best when they are motivated to learn, are given ample time to process information, are actively engaged, and are challenged through thought-provoking projects, questions and activities.

We also place a strong emphasis on using the various art forms to support the curriculum. Through visual arts, dance and music we work on providing our students with experiences that foster the development of literacy skills through the

arts. Support in these areas is provided by certified in-house staff members as well as outside organizations like **SEA**, **CASA** and Community Word Project.

Framework for Great Schools & Progress:

One of our greatest areas of growth has been in teacher collaboration and capacity building within our school as evidenced by the establishment of teacher teams across all grade levels.

This year, our vertical team of instructional core lead teachers attend weekly meetings in which they share ideas and agree on strategies to be shared at their grade level meetings, thus providing consistency in planning and communication across the school.

We have also made great strides in moving our ELLs and last year, for the first time we were able to meet our AMO.

Our school-wide focus for this school year is to follow a balanced literacy approach in order to support our students in the development of academic language.

Our ultimate goal is that our students master key academic skills, and demonstrate strong character, as exhibited by: honesty, service to others, a superior work ethic and a strong vision for and belief in their futures.

Challenges:

One of our greatest challenge has been finding the time for teachers to come together, analyze data and refine our practices. This year we've identified instructional lead teachers to provide support to their colleagues as well as serve as model classrooms for literacy and math instruction.

As a community, we strive to have all of our students achieve grade level proficiency and/or higher on all examinations; however, this is a challenging task when considering that many of our students have been in the country for relatively few years before they undergo the State assessments . Our student population consists of 99.9% English Language Learners (ELLs) and/or former ELLs. Many of our newcomers arrive below grade level in their first language, which also presents a challenge when it comes to the transference of language skills. Most of our students struggle with their Cognitive Academic Language Proficiency (CALP) and with the growing emphasis on reading comprehension in mathematics achieving grade level proficiency in mathematics has become more difficult.

An added challenge has been that after fourth grade many of our students scoring level 3 or 4 on the State tests leave us to attend charter schools in the area which has resulted in a decrease in student population and funding.

Special Programs/Initiatives:

P.S. 132 enjoys collaborations with several community based organizations, including Community Word Project, SEA, Alianza Dominicana, Jeter Meter, Teachers College Reading and Writing Project, New York Presbyterian Hospital, Yeshiva University and the YMCA. These agencies provide ongoing services to our school community and are a vital component of our academic and social emotional support programs.

As a school, we recognize that families and other community members are a vital part of all students' academic and social success. We encourage parent/school collaboration at all levels, and offer numerous opportunities for family and school interactions by providing workshops and parent volunteer programs with the leadership of our Parent Coordinator. We have active parents that are highly involved in the schools' decision-making process as evidenced by our School Leadership Team, active Parents' Association, attendance at weekly workshops, and other school related activities.

This year we offered Afterschool Homework Help for students and their parents. This provided opportunities for parents to learning about common core learning standards, expectations for student's work as well as support for students when needed in completing their homework assignments.

Expanded Learning Time:

This year we provide our students with Expanded Learning time before and after school. Students had an opportunity to participate in book clubs, independent reading and math games that were geared toward developing reading and math fluency. English language learners participated in afterschool program that targeted oral language development through drama. Our current CBO, Alianza Dominicana serviced 150 students in grades 1st – 5th. Through this program students received additional academic support as well as arts and crafts and other extracurricular activities. Students in grades 3-5 participated in Super Saturday and Saturday Academy.

Section 5: Needs Assessment, Summative Vision, 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For Renewal 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
Part 1b. Needs/Areas for Improvement:		
<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. 		
SOP:3.2,3.3 QR:1.1 Develop sharper systems of looking at curricula so that there are suitable adjustments and rigor embedded into lessons leading to engagement of and challenge for all students including relevant subgroups .		

Part 2 – Summative Vision for Rigorous Instruction

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> 1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident? 2. What rigorous learning experiences will students engage in through Expanded Learning Time? 3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like? 4. How do the teachers use multiple entry points to ensure the success of every child? 5. How will consistency be supported across school faculty and community educators and across a longer learning day? 6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?

7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

A core value in our vision for rigorous instruction is increasing the content and pedagogical capacity of our teachers so that they deliver the highest quality instruction to our students. Therefore it is a non-negotiable that professional learning is embedded in the implementation of each curriculum. Inherent in this value is the belief that expertise of teachers must be tapped in the delivery of professional development and adapting of curricula.

The curricula that are and will be implemented are Teachers college Units of Study in Writing, ReadyGen which is being aligned to the Writing Units of Study, Go Math, supplemented by KEMS (Key Elements to Mathematics Success), and the NYC scope and sequence in social studies. The TCRWP is a research and staff development organization the goal of which is to support best practices in literacy instruction through building capacity of teachers professional development of teachers and school leaders P.S. 132's affiliation with Teachers College Reading and Writing Project-the Writing Units of Study affords teachers opportunities to be trained in research-based literacy practices that translate into increased critical thinking as students read, write, listen, and speak their way through various genres in writing. Lead teachers on each grade participate in professional learning at Teachers College and are accompanied by the principal and an assistant principal. The lead teachers are tasked with turn-keying the learning. Additionally the lead teachers coordinate the work being done to "marry" ReadyGen with the TC writing units of study, adjust curricula to meet the needs of every student through scaffolding and adaptations and to help ensure consistency of learning and practice across the grades. Mathematics learning and the implementation Go Math is supported by professional development and expert modeling by NTN (National Training Network) and Metamorphosis. Metamorphosis supports teachers in the acquisition of content knowledge and NTN concentrates on the specific pedagogical moves needed to deliver effective mathematics instruction. The lead teachers will support colleagues and ensure that there is consistency and coherence across and among the grades.

P.S. 132 meets the needs of its students through monolingual, dual language, transitional bilingual classes, self-contained special education classes and integrated collaborative team teaching (ICT). Whenever possible, classes at P.S. 132 are organized heterogeneously. The workshop model is the vehicle for the delivery of instruction and student performance is assisted in many ways: questions are designed to scaffold thinking and modifications in terms of time, material and degree of teacher support are based on observed student needs. A combination of formative and summative assessment guides instruction and planning. In grades four and five the item skills analysis informs planning and in class grouping as well as instructional foci. For formative assessment Fountas and Pinnell is used to assess students at regular intervals in reading although we are considering a switch to the Developmental Reading Assessment. Students' writing is evaluated using the learning progressions and rubrics from Teachers College. Progress in mathematics is evaluated via end of unit assessments and a mid- year assessment. Learning is monitored in both mathematics and ELA through the analysis of student work by each teacher team. Horizontal and vertical teacher teams will revise curriculum maps and pacing calendars and monitor changes throughout the school year as well as ensure that there are multiple entry points for students. Teachers will utilize the Surfacing the Gaps protocol to look at student work and gather information to inform revisions of instructional units. In ELA this support will enable students to read increasingly complex text and have rich conversations grounded in evidence from the text. Students will engage in close reading strategies as they read a balance of informational text and literature. In mathematics we will build on the work done this year around deepening the understanding of mathematical concepts and fluency to expand to application, focus and coherence so that students achieve a balance of understanding and practicing. The instructional shifts will be observed during classroom observations, in unit and daily plans and most notably in the analysis of student work products by teacher teams.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, M measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, students (including English language learners and students with disabilities) will demonstrate a 10% increase in proficiency in oral language, reading, and writing specifically with acquisition and appropriate application of Tier II and Tier III academic language, through implementation of multiple entry points, scaffolds, and instructional strategies by teachers as evidenced by performance on both the 2016 NYSESLAT and the 2016 NYS ELA Exam.

Part 4 – 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>Horizontal and vertical teacher teams will revise curriculum maps and pacing calendars and monitor changes throughout the school year.</p>	<p>All K-5 Teachers</p>	<p>9/2015 ON-GOING TO 6/2016</p>	<p>Principal, APs, Instructional Lead Teachers, Classroom Teachers, Lead Teachers, NTN, Metamorphosis and TC Consultants</p>
<p>Teacher teams will use common planning time and Mondays’ extended day PD to design/adjust curriculum units</p>	<p>All K-5 Teachers</p>	<p>9/2015 ON-GOING TO 6/2016</p>	<p>Instructional Lead Teachers, Lead Teachers, Coaches, Principal, APs., NTN, Metamorphosis and TC Consultants</p>
<p>Teachers will utilize the Surfacing the Gaps protocol to look at student work and gather information to inform revisions of instructional units.</p>	<p>All K-5 Teachers</p>	<p>10/2015 ON-GOING TO 6/2016</p>	<p>Principal, APs. Coaches, Classroom Teachers, Lead Teachers.</p>
<p>Metamorphosis and NTN consultants will support teacher teams to adapt curriculum in order to support growth in the identified key/focus standards.</p> <p>Teachers will use formative assessments to inform adjustments on curriculum maps and RTI</p>	<p>All K-5 Teachers</p> <p>All K-5 Teachers</p>	<p>10/2015 ON-GOING TO 6/2016</p> <p>10/2015 ON-GOING TO 6/2016</p>	<p>Principal, APs. , Metamorphosis and NTN Consult.</p> <p>Principal, APs. Coaches, Lead Teachers.</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Differentiated PD Calendar for Teacher Teams
- Borough Field Center Instructional Support staff to provide professional development
- Funding for consultant to provide NTN training
- Subs to cover teachers for PDs and planning sessions

Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

- Progress Monitoring Dec. 2015, Feb. 2016, June 2016
- Units of study that exhibit revisions and adjustment of curriculum units based on analysis of student work
- Mid-point benchmark January 2016

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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.	D
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.	D
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.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<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>SOP: 5.5 QR Indicator: 1.4. Establish a formal system for using data to identify and support the social emotional needs of students in order to promote a safe and healthy school environment.</p>		

Part 2 – Summative Vision for Supportive Environment

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:</p> <ol style="list-style-type: none"> How would you want school stakeholders to describe the school? What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students? How is student voice and leadership supported? What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)? How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen? How will your school team measure social-emotional development?
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7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

I want my school stakeholders to describe our school as a community of learners where all individuals have the opportunity to learn and to grow in a safe and nurturing environment.

Alianza Dominicana is our main CBO. However, we will have linkage agreements with New York Presbyterian Hospital, Community word Project, Promise Project and the Turn 2 Us Foundation. These organizations support our school by providing programs and activities that address the social and emotional need of our student through counseling and other creative venues such as drama, visual arts and nutrition.

Our social-emotional framework is through PBIS and the "PeaceBuilders Program". We have the "Behavior Matrix" of being safe, respectful, and responsible. In addition to staff members reinforcing these values, we have two full-time guidance counselors and a social worker that support this framework.

The social-emotional development of our students will be measured through the number of suspensions, referrals, attendance, and school environment surveys.

We will review the data on an ongoing basis at attendance committee meetings and leadership team meetings to make necessary adjustments and outreach to parents.

Our attendance goal for 2015-2016 is 95.0%. This year, we are currently at **95.4%**. For the coming school year we plan to continue to implement the measure that are currently in place that have yield our high attendance rate and increase our attendance goal to 95.5%. We need to address tardiness due to a large number of students arriving late to school. One way that we plan to address tardiness among our students is to send monthly reports to parents informing them of their child's punctuality record.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, leadership, staff, and CBO partnerships will develop data-driven PD at PS 132 that will support all students' social and emotional needs through guidance counseling and extended learning time to facilitate a safe and inclusive environment resulting in a larger percentage of students taking ownership of their own learning and/or applying newly learned skills to solve conflicts as measured by student and staff feedback and the OORS report.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment 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>Establish a weekly RTI Schedule with identified students to be discussed at regularly scheduled RTI Meeting.</p>	<p>K-5 Students</p>	<p>Sept. 2015 On-Going, Weekly – June 2016</p>	<p>RTI Committee Members</p>
<p>RTI Team meets to discuss identified students by looking at qualitative and quantitative data.</p>	<p>K-5 Students</p>	<p>Sept. 2015 On-Going, Daily – June 2016</p>	<p>RTI Committee Members</p>
<p>RTI Team decides on intervention(s) to be provided, duration of support and who will provide intervention.</p>	<p>K-5 Students</p>	<p>Sept. 2015- June 2016</p>	<p>RTI Committee Members</p>
<p>At the end of the support cycle, RTI Team discusses the student again and decides on next steps (maintain cycle, remove from tier or move to another tier of support).</p>	<p>K-5 Students</p>	<p>Oct. 2015- May 2015</p>	<p>RTI Committee Members</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>AIS Teacher, Counselors, School Psychologist, Principal, APs., Parent Coordinator, Social Worker, Service Providers, Coaches</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point literacy benchmark: January 2016 and June 2016 as reflected in F&P reading assessment

Mid-point math benchmark: October 2015, December 2015, February 2016 and April 2016 analysis of End of Unit assessments

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>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>SOP: 4.2, 4.3, 4.4 QR Indicator: 1.2 Classroom instruction needs to include strategies that address the needs of all students by incorporating multiple entry points, higher-order questioning, opportunities for students to engage in discussion with each other, and the use of resources that contain high level text and content complexity .</p>		

Part 2 – Summative Vision for Collaborative Teachers

<p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams? How are teachers providing opportunities for to deepen learning for higher achieving students? What system do teachers use to ensure that every child is safe in their class? What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams? How do you intend to use community educators / partners to support a collaborative teaching approach?
<p>Teacher Collaboration is considered the missing link in school reform. In a study of over 1,000 fourth and fifth grade teachers in New York City, Researcher Carrie Leana found that, “students showed higher gains in math achievement when their teachers reported frequent conversations with their peers that centered on math, and when there was a feeling of trust or closeness among teachers.” (Jones, Lily, The Power of Teacher Collaboration, Teachers’ Voice, Teaching Channel, July, 18, 2014)</p>

Collaboration among teachers has been a long held value at P.S. 132. Initially we found time for colleagues to connect, to share thoughts, and provide support for one another. This year as part of the Renewal initiative, the focus on teacher teams has become intentional and our teams have become vital to the improvement of every aspect of instruction.

P.S. 132 is organized to promote teacher collaboration and in turn teacher leadership. A lead teacher has been designated on each grade. Their roles and responsibilities are clearly defined. Lead teachers are the conduit of profession learning for their teams. They coach peers, operate a model classroom, implement examination of student work protocols, adapt curricula with their teams and serve as advisors to the principal. The weekly schedule includes time for horizontal team meeting and for a vertical team meeting of teacher leaders with the administration. They are given time to attend expert professional development and turnkey their learning. In addition our teachers learn from visits to other schools to observe excellent practice. Key expectations for lead teachers are to be a voice for their teams and to engage school leaders in candid conversations about improving learning for all students.

Teacher teams and the Principal ensure that teaching and learning are guided by the belief that all students can learn and students get smarter by working harder. They hold high expectations for themselves and students and plan for differentiation that meets students' needs. Student work is gathered and analyzed throughout the year to monitor student progress and guide planning. Lessons are structured so that students interact with content and each other, questions prompt thinking and feedback is given to students. The workshop model is the vehicle for the delivery of instruction and student performance is assisted in many ways: questions are designed to scaffold thinking and modifications in terms of time, material and degree of teacher support are based on observed student needs. The workshop model provides structure for instruction and stamina is encouraged in reading and writing. ReadyGen and the Teachers College Units in Writing are being integrated to create a coherent ELA curriculum and that coherence is a guiding principal for the creation of units and plans. We are working to make sure that student engagement is both a strategic process for learning and an accountability outcome unto itself. Teachers work on units and plans in teams. They are guided by the surfacing the gap protocol and the analysis of the linguistic demands of text as they design supports and entry points for all learners. The Principal and teacher teams are examining ways to schedule enrichment for higher achieving youngsters. We are seeking to coordinate an "enrichment corridor" with MS 528 so that resources and staff can be shared and students will have a seamless transition to an enrichment program in middle school.

Safety is ensured in our building through PBIS and the PeaceBuilders program. The school has the services of onsite mental health professionals from New York Presbyterian Hospital and bilingual counselors to make certain that the social and emotional needs of our students are being met.

A combination of formative and summative assessments will guide instruction and planning. In grades four and five, the item skills analysis informs planning and in class grouping, as well as, instructional foci. As a formative assessment, Fountas and Pinnell is used to assess students at regular intervals in reading although we are considering a switch to the Developmental Reading Assessment. Students' writing is evaluated using the learning progressions and rubrics from Teachers College. Progress in mathematics is evaluated via end of unit assessments and a mid- year assessment. Learning is monitored in both mathematics and ELA through the analysis of student work by each teacher team.

Educators/partners working in our school will provide teachers with real training and meaningful opportunities to work together to implement strategies that will improve student learning. These strategies implicitly allow teachers to take ownership of how to best implement the common core standards in their classrooms and to explore the teaching and learning possibilities opened up by the new standards. But more importantly, they ensure that these standards are constantly re-engineered against the real needs of students.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leadership and instructional cabinet will strengthen the work of the Professional Learning Communities (PLCs) within our teacher team work by engaging in data cycles analyses of student data to adjust curriculum in order to better utilize rigorous instructional materials that contain high levels of content complexity, that will result in teachers providing ALL students with rigorous and differentiated instruction to achieve student academic growth as measured by a 10% increase in the NYS ELA Assessment.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School staff will create and implement a school wide assessment calendar.</p>	<p>Teachers</p>	<p>9/2015</p>	<p>Administrators, Teachers</p>
<p>ESL teacher will provide push-in services to provide targeted support for ELL students using ESL methodologies to ensure seamless instruction for ELLs.</p>	<p>K-5 ELLs and Classroom Teachers</p>	<p>10/2015 ON-GOING TO 6/2016</p>	<p>Admin. , ESL Teachers and Classroom Teachers</p>
<p>DOE and RSE-TASC personnel will provide on-going differentiated professional development for teachers and paraprofessionals on providing multiple entry points and checks for understanding for all students including SWD and ELLs.</p>	<p>Special Ed. Teachers , Paraprofessionals</p>	<p>9/2015 ON-GOING TO 1/2016</p>	<p>DOE and RSE-TASC Personnel, IEP Tr., Adm.</p>
<p>Peer Coach Specialist will support teacher teams as they incorporate the Tuning Protocol in modifying lessons to address the needs of SWD and ELLs.</p>	<p>Bil. Teachers, ESL Teachers</p>	<p>10/2015 ON-GOING TO 5/2016</p>	<p>Peer Coach Specialist, Admin.</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master school wide assessment calendar
- ESL teachers’ push-in programming and articulation with classroom teachers
- Borough Field Office to provide professional development
- RSE-TASC Support Specialist
- Subs to cover teachers for PD

Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark : January 2016 and June 2016 as reflected in F&P reading assessment

Mid-point benchmark: October 2015, December 2015, February 2016 and April 2016 analysis of End of Unit assessments

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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 Renewal 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), the American Institute of Research (AIR) Needs Assessment 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 (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
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 RSCEP (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>SOP: 2.3, 2.5 QR Indicator: 4.1, 4.2 School wide practices include regularly scheduled teacher team meetings that provide opportunities for teachers to engage in looking at student work and relevant quality planning, and focused cycles of observation of teacher practice with relevant feedback aligned to the Danielson Framework for Teaching (FFT).</p>		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
- What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
- How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
- What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?

5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?

6. What and how will the leader delegate to assistant principals and the community school director?

- Our vision and mission is shared with all stakeholders in our building. At the beginning of the year, it is shared with the staff during our first staff conference in September and included in our Staff Handbook. Our vision is displayed throughout the building and included in “¿Qué Pasa?”, our weekly newsletter.

- For our collaborations to be strengthened, we will include a common framework for teacher team meetings and collaborative planning time in our Staff handbook. For example, every meeting will have an agenda, sign in sheet and the minutes. The minutes will be shared via google docs with all constituents including the administration as a means of increasing communication. As part of our renewal journey, we will continue our inter-visitations and intra-visitations to highlight “best practices” both within our school and at other schools. Our school was accepted into the Learning Partners program which will make it possible for us to have three model teachers and classrooms in our school along with an instructional Coach/Lead Teacher that will support teachers in implementing best practices.

- To maximize our instructional time and focus on providing upper grade teachers with concentrated professional development in content areas, all students will have two periods of mathematics instruction, two periods of literacy instruction, one period of research through science/social studies and a daily intervention/enrichment period. Grades 3-5 will be departmentalized with the strongest math teachers teaching mathematics and those that are stronger in literacy teaching the literacy component. We will utilize additional funding given to our school as a part of the Renewal process to provide additional staff and/or support.

- The school leader and APs will provide informal and formal feedback on a regular basis through observation cycles using “Advance”. Targeted feedback will be provided to staff members via a conversation, hand-written note, and/or email.

- All stakeholders will be represented in our vertical teacher team. Shared accountability will be promoted through google docs and the involvement of every stakeholder in a teacher team and/or school activity. The Principal will meet with the members of the vertical teacher team on a weekly basis.

- The Assistant Principals will oversee the literacy, mathematics, science/social studies content areas as well as the programming, special education, testing, and discipline aspect. Their main priority will be to support the implementation of more rigorous instruction at all grade levels as well as to become stronger instructional leaders.

- The coaches, AIS teachers, instructional lead teacher and classroom teachers will be responsible for analyzing data to provide evidence of growth and/or the need to make adjustments in order to plan instruction.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders (including lead teacher, PD committee, PPC teams) will create and implement professional development that will focus on instructional support (including interventions and scaffolds) to develop consistent, collaborative, and relevant instructional practices in the area of designing coherent curriculum as evidenced by a shift in instructional rigor as observed through teacher observations and Advance data.

Part 4 – 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) 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>Opening staff conference will focus on the 8 selected competencies in ADVANCE E and their alignment to the QR and CIE's.</p>	<p>K-5 Teacher</p>	<p>9/2015</p>	<p>Admin.</p>
<p>Initial Planning Conferences (IPC's) will be conducted with all teachers to identify professional goals as reflected in ADVANCE data and select ADVANCE observation options to be completed no later than Oct. 31.</p>	<p>K-5 Teacher</p>	<p>9/2015 ON-GOING TO 10/2015</p>	<p>Principal, APs</p>
<p>The administrative team will provide focused actionable feedback to teachers in order to support teacher development. Teachers will be provided with web-based opportunities and inter-school classroom visitations to observe best practices related to feedback from their observations.</p>	<p>Principal and APs</p>	<p>10/2015 ON-GOING TO 1/2015</p>	<p>D6 Talent Coach</p>
<p>The Administrative Team will provide targeted support to teachers as needed utilizing available resources.</p>	<p>Principal and APs</p>	<p>10/2015 ON-GOING TO 1/2016</p>	<p>Principal, APs, Coaches, D6 Talent Coach</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Master observation schedule to allow for cycles of observation for all teachers • Talent Coach to provide support on actionable feedback to teachers 											
<p>Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>	<p>X</p>	<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 6 – Progress Monitoring

Part 6a. 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.

Completion of observation cycles: Oct 2015, Jan. 2016, March 2016, May 2016 with actionable feedback to teachers.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal 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), the American Institute of Research (AIR) Needs Assessment 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
<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>SOP: 6.4 QR Indicator: 1.3, 3.4 Ensure that resources and community partnerships provide support for families to understand their children’s needs leading to their academic and behavior success.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment? How does the school provide support to families so that they understand and can take an active role in what their child is learning? How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families? How would families be able to access and understand student data and progress?

P.S. 132 is a beacon of hope for the community. Our families have been an integral part of the renewal process this year. They have received information as soon as it was available. Our families rely on the school for support and guidance and they have been interested in having P.S. 132 play a larger role in supporting them. There has always been an interest in and need for additional services and enrichment to be offered by our school. They anticipate that the community school model will turn P.S. 132 into a hub of learning, physical wellbeing and the arts for parents and community members. The model will build on the trust already evident and improve the lives of all stakeholders. It will strengthen the community as it strengthens the school. The staff already greets parents and community members with respect and as the community school model takes root, fast relationships will be formed. We will learn together and solve problems together. Events and celebrations will bring teachers and parents together in situations that lower the affective filter; reciprocal trust will be fostered and in that climate all members of the greater school community learn about and from each other. We have found that activities that involve children and their parents pay the greatest dividends. It is a design that we will advise our CBO partner adopt and expand on.

1. Our school disseminates regular newsletters and/or ongoing communication in Spanish and English to families. We intend to launch a smart phone application that will enable parents to get up-to-the-minute information about their children. We were tapped to host an inter-visit for the second cohort of renewals. We will expand this successful initiative to include our families and community members. We also host periodic Learning Walks, so parents can visit their child's classroom.
2. Our school distributes a survey for parents about their interests as well as their availability.
3. Our CBO will provide family workshops on at least a monthly basis. Our parents have a designated space to use as a parent center.
4. Staff from P.S. 132 will provide workshops. In addition, we collaborate with area schools to support our parents and ease the transition to middle school. We have been designated a project smile school to ensure the dental health of our youngsters and they are planning multiple events to involve and serve families.
5. Offerings for adult learning will be determined by the needs of the community.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, to continue to improve family-community ties, the administration, school staff, and parent coordinator, along with the CBO, will strategically develop parent-teacher outreach opportunities, events, and school-community partnerships so that there will be a 5% increase in parent and community participation of said events as measured by the NYC School Survey and by parent attendance sheets.

Part 4 – 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>The Parent Coordinator will offer parent workshops throughout the year to promote parental awareness on the following topics:</p> <ul style="list-style-type: none"> - Curriculum - Common Core Learning Standards - Social Emotional Health 	<p>Parents/Guardians of SWDs, ELLs and other at-risk students</p>	<p>10/2015 ON-GOING TO 6/2016</p>	<p>Principal, APs, Teachers, Parent Coordinator, Counselor</p>
<p>The school will offer parental involvement programs including “Family Literacy Nights, Family Math Nights and Title III Workshops to promote literacy and math development at home thus ensuring that teachers and parents work as partners in educating children .</p>	<p>All K-5 Families</p>	<p>10/2015 ON-GOING TO 6/2016</p>	<p>Principal, Teachers, APs, Paraprofessionals</p>
<p>Parents will be invited to participate during publishing parties and celebrations at the end of each writing unit.</p>	<p>K-5 Parents/Guardians</p>	<p>10/2015 ON-GOING TO 6/2016</p>	<p>Principal, APs, K-5 Teachers</p>
<p>Teacher will conduct weekly parental outreach during Tuesdays’ parental outreach extended day sessions. Student of the Month</p>	<p>K-5 Parents/Guardians</p>	<p>9/2015 ON-GOING TO 6/2016</p>	<p>Principal, APs, K-5 Classroom Teachers, Cluster Teachers, Paraprofessional</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Books

- Classroom Teachers, Paraprofessionals, Parent Coordinator

- Per-session funding for Teachers for evening Workshop sessions

Part 5b. 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		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Mid-point benchmark January 2016

- Progress monitoring as reflected in parental participation in activities and Teacher’s Parental Outreach Logs

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, all students will participate in Expanded Learning Time as evidenced by their attendance as well as participation in their assigned activities and/or learning opportunities.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
• A range of activities will be provided during ELT. These will include support and/or enrichment in content areas as well as art, dance, and so forth. In addition, social/emotional support will be available for students in need of these

services. Students will participate in the various activities based on their needs and identified areas that will promote academic success.

- There will be alignment of the ELT program with the school’s instructional focus and programs.
- The arts and technology will be used as a medium to develop content area mastery through a practical hands-on approach.
- New content will be introduced via technology and/or special programs such as Comic Book Club, Chorus, Visual Arts, and more.
- The arts are an integral part of our school’s programs. Students in k-2 participate in a visual art class at least once a week and a music theory class (Music and the Brain) twice a week during the regular school day. However, through our collaboration with our new CBO during the ELT, we will provide additional opportunities through arts Integration, chorus, dance, and more.
- 100% of our teachers are NYS certified. We will provide joint PD to all staff members and CBO personnel. PD activities will take place during and after school hours. They will be provided by model and coach teachers from P.S. 132, as well as from Teachers’ College staff developers in the area of literacy and Metamorphosis and NTN in mathematics.
- Outreach to parents will be made via parent meetings, newsletters and weekly parent outreach sessions in two languages.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Administrators, Parent Coordinator and CBO Director will be responsible for implementing the ELT.

From 2:30 pm – 3:30 pm, the focus will be on academics four times a week. This time will be an extension of the school day with all students receiving instruction from a certified teacher. Students will also have an opportunity to participate in enrichment activities such as “clubs” chess, sports teams and so forth, once a week.

For the ELT from 2:20 pm – 3:20 pm, there will be six week cycles, in which each teacher will provide a data overview of the progress their students have made based on the focus area. For example, growth in literacy would be measured through increased reading levels in Fountas & Pinnell assessments, performance tasks in writing and 80% mastery of specific skills in mathematics

Part 4b. Timeline for implementation and completion, including start and end dates.

Our ELT will begin on September 9, 2015 (the first day of school) and end on the last full day of school on June 24, 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

For the Expanded Learning Time, we will use funding allocated through the CBOs for the Community School Model and Title III funding for ELLs.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

Part 6a. 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.

We will progress monitor every three months in December 2015, March 2016 and June 2016 to evaluate how we are meeting our academic goals during ELT.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, all of our students and families will have participated in one aspect of the Community School Model as evidenced by attendance forms and their participation in school events.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

All of our students will be served by the Community School program because it will be integrated into the school day and we are exploring program and scheduling options. Our goal is that all of our parents will benefit from this Community School model.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

- Our community partner and our SLT will work towards hiring a Community School Director. The posting will be developed in collaboration with the Principal. The Community School Team will also participate in the hiring process. The candidate will be the one who can assist the Principal in fulfilling the Great Schools vision.

- All of our students will participate in the academic component of the ELT.

- Parents will be invited to be a part of the SLT, the Community School Team, the PA, and school volunteers as well as participate in the decision-making process in our school.

- Our DSR will provide ongoing coaching and support as well as help monitor the progress of our Community Schools Model.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

- Our Parent Coordinator, Community School Director, and Administration will be responsible for overseeing and implementing the Community School program.

- Our Community School Director will become an active member of our school community.

- Our weekly cabinet team meetings will include reflections on “how are we impacting student achievement?”

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

- Teachers, administrators and other resource staff members for the academic component of the ELT.

- Instructional resources for the ELT.

- Schedule adjustments and flexibility with teachers’ schedules that facilitates the maximum participation of most staff members.

Part 3c. Timeline for implementation and completion, including start and end dates.

- June 2015 (Hiring a Community School Director)

July-August 2015 (Planning & Introducing to Summer Institute)

September 2015 (Full Roll out)

September 2015 – June 2016

Section 8: 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)	Writing samples, Reading levels, conferences, benchmark assessments, analysis of student work, State test scores, Easy CBM results	Repeated readings, interactive writing, additional academic support and/or intervention (iReady, MyOn Library).	Small group	During the school day, Extended Learning Time, After school, Saturday Academy and Super Saturday
Mathematics	Formal/informal assessments conferences, State test scores, progress reports	Additional academic support; reinforcement of foundational skills (KEMS and iReady).	Small group	During the school day, Extended Learning Time, After school, Saturday Academy and Super Saturday
Science	Diagnostic exam (baseline), informal and/or formal assessment, progress reports	Additional support with technical language, interactive writing of lab reports, Smart Science	Small group	During the school day, Extended Learning Time, After school, and Saturday Academy
Social Studies	Diagnostic exam (baseline), informal and/or formal assessment, progress reports	Embedded into literacy; repeated readings; interactive writing	Small group	During the school day, Extended Learning Time, After school, and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance issues; informal and formal recommendations; parental request; crisis management	Conflict resolution; peer mediation; overcoming obstacles; self-management	One-to-One and small group	During the school day, Extended Learning Time, After school

Section 9: 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.
School administration will work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The school provides orientation sessions to preschool parents. We also have an open house for incoming kindergarten students and their parents in June, prior to them entering kindergarten in September. During the first two weeks of school kindergarten parents are allowed to take their child directly to the classroom.

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	519,259.00	X	Pgs. 15, 22
Title I School Improvement 1003(a)	Federal	364,968	X	Pgs. 15, 18,22,25,29
Title I Priority and Focus School Improvement Funds	Federal	137,312	X	Pgs. 18, 22, 25, 29
Title II, Part A	Federal	190,028.00	X	Pgs. 22, 29
Title III, Part A	Federal	30,804.00	X	Pgs. 15, 22, 29, 31
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,010,799.00	X	Pgs. 15,18,22,25,29,31

¹**Explanation/Background:**

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

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

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

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

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/RSCEP.
- **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 10: 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 RSCEP 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.

P.S. 132 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 132, The Juan Pablo Duarte School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Juan Pablo Duarte School** will support parents and families of Title I students by:

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

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

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

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

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

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

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

P.S. 132 School-Parent Compact (SPC)

P.S. 132M, The Juan Pablo Duarte School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

Disregard statement below. I'm not able to delete it.

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: _	DBN: <u>06M132</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</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: _

Our supplemental Title III program will target seventy-five (75) English Language Learners in grades 1-3. Our goal is to provide an enrichment program that is aligned to our school's instructional focus: "Using a balanced literacy approach to foster academic language development."

An analysis of our 2013- 2014 NYSESLAT results for grade 1, showed that ten (10) students scored at the advance, thirteen (13) at the intermediate and two (2) at the beginners levels. In grade 2, twenty-four (24) students scored at the advance level, eleven (11) at the intermediate and two (2) at the beginners level. While in grade 3, twenty-five (25) students scored at the advance, thirteen (13) at the intermediate and five (5) at the beginners level.

Regardless of the level obtained in the NYSESLAT assessment, all identified students still need additional support in vocabulary development as well as in listening and speaking skills.

We have therefore designed a program that will service ELLs in grades 1-3 targeting twenty-five (25) students at each grade level. Twenty-five (25) 1st graders, twenty-five (25) 2nd graders and twenty-five (25) 3rd graders. The seventy-five (75) students will receive instruction in English using ESL methodologies. There will be a total of 6 groups with 2 groups on each grade level.

In first grade we will have two groups, Group 1 and Group 2. Group 1 will consist of 13 ELLs from the transitional bilingual class and Group 2 of 12 ELLs from the monolingual class.

In second grade we will have two groups, Group 3 and Group 4. Group 3 will consist of 13 ELLs from the transitional bilingual class and Group 4 will be made up of 12 ELLs from the second grade monolingual class.

In third grade we will have two groups, group 5 and group 6. Group 5 will have 13 students from the third grade transitional bilingual class and 12 ELLs from the third grade monolingual class.

The students in this program will receive instruction from six (6) ESL and/or bilingually certified teachers.

The duration of the program will be for 29 sessions from January 15 - May 7, 2015. The program will be in session for three (3) hours from 2:31pm - 5:31pm on Wednesdays and Thursdays on the following dates:

January 15, 21, 22, 28, 29

Feb. 4, 5, 11, 12, 25, 26

March 4, 5, 11, 12, 18, 19, 25, 26,

April 1, 2, 15, 16, 22, 23, 29, 30

May 6, 7

One (1) administrator will supervise the program from 2:31pm - 5:31pm but will be paid per session from 3:31pm - 5:30pm for a total of two(2) hours after her regular work schedule is completed at 3:30pm.

Our program will have three components: reading, drama and test sophistication. Each group will have three(3) rotations during each session.

The schedule for each group will be as follows:

Group 1 (1st Graders)

2:31pm - 3:30pm Drama

3:30pm - 4:30pm Getting Ready for the NYSESLAT

4:30pm - 5:31pm Reader's Theater

Group 2 (1st Graders)

2:31pm - 3:30 Reader's Theater

3:30pm - 4:30pm Drama

Part B: Direct Instruction Supplemental Program Information

4:30pm - 5:30pm Getting Ready for the NYSESLAT

Group 3 (2nd Graders)

2:31pm - 3:30pm Getting Ready for the NYSESLAT

3:30pm - 4:30pm Reader's Theater

4:30pm - 5:30pm Drama

Group 4 (2nd Graders)

2:31pm - 3:30pm Drama

3:30pm - 4:30pm Getting Ready for the NYSESLAT

4:30pm - 5:30 Reader's Theater

Group 5 (3rd Graders)

2:31pm - 3:30pm Reader's Theater

3:30pm - 4:30pm Drama

4:30pm - 5:30pm Getting Ready for the NYSESLAT

Group 6 (3rd Graders)

2:31pm - 3:30pm Getting Ready for the NYSESLAT

3:30pm - 4:30pm Reader's Theater

4:30pm - 5:30pm Drama

To support our program we will purchase the following materials: Reader's Theater kits and Getting Ready for the NYSESLAT.

We will use Getting Ready for the NYSESLAT to develop the academic vocabulary among our students as well as provide opportunity for them to be exposed to experiences and questions that are similar to those that they will encounter while taking the New York State assessments.

We will also use the Reader's Theater a program designed to develop listening and oral language skills. Although we will address all four language modalities but will focus on targetting listening and speaking for this school year.

The drama component will help to develop academic language, foster oral language development and build self confidence in our students.

We will evaluate progress through the administration of our in-house NYSESLAT pre and post assessments and end of year NYSESLAT results from the Spring 2015 assessment.

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: _

Throughout the year, all teachers, including ESL and bilingually certified teachers are provided with on-going professional development based on their interest and identified areas of need. These professional development sessions have been scheduled during the Mondays and Tuesday allotted time for PD as well as during the school day. Professional development opportunities are also provided by staff developers from the Reader's and Writer's Project at Teachers' College, Network CFN 532 ELLs, Literacy and Mathematics Support Specialists, Instructional Coaches and P.S. 132 Administrators.

Through our professional development activities we will engage teachers in methods that will support them in planning and refining their instructional practices around effective strategies that will result in enhanced academic language development.

Part C: Professional Development

All teachers of ELLs throughout the building will receive PD on an on-going basis during seven (7) week cycles, as specified below:

Sept. 22, 2014 Accessing and Understanding Student Data Through SchoolNet/whole staff/ Presented by Michael Baker, CFN 532

Sept. 24, 2014 Adapting ReadyGen and TC Writing Units/3-5 Teachers/Facilitated by Cornelious, TC Staff Developer

Oct. 8, 2014 Using Solve Protocol for Solving Word Problems/3-5 Teachers/Facilitated by Tiffany Thompson NTN

Oct. 16, 2014 Guided Reading Instruction/2nd Grade Trs./ Facilitated by Mary Croft, Literacy Support Specialist CFN 532

Oct. 21, 2014 Planning Using the Solve Protocol/3-5 Teachers/ Facilitated by Tiffany Thompson NTN

Nov. 4, 2014 Mathematical Practices: Effective planning/3-5 Teachers/ Facilitated by Brandom Graham and Tiffany Thompson NTN

Nov. 5, 2014 Practices that Support guided Reading/ 2nd grade Teachers/ Presented by Mary Croft, Literacy Support Specialist CFN 532

Nov. 5, 2014 Unpacking TC Writing Unit/K-2 Teachers Lead Teachers/ Presented by TC Staff Developers

Dec. 3, 2014 Using the Tuning Protocol to Support ELLs/K-5 Lead Teachers/ Presented by Luis Quan, ELL Support Specialist CFN 532

Dec. 4, 2014 Revising 4th Grade Math Curriculum Calendar/4th Grade Teachers/Tiffany Thompson NTN

Dec. 10, 2014 Metamorphosis/ K-3 Math Lead Teachers/ Presented by Metamorphosis Staff Developers

Dec. 12, 2014 Revising 5th Grade Math Curriculum/5th Grade Teachers/ Facilitated by Ms. Craine and Ms. Wainright, CFN 532 Math Support Specialist

Dec. 15, 2014 Revising 3rd grade Math Curriculum/3rd Grade Teachers/Facilitated by Tiffany Thompson NTN

Dec. 22, 2014 Teacher Teams: Calibrating PBAs Using TC Writing Progression/K-5 Teachers/ Facilitated by Teacher Teams

Dec. 23, 2014 Teacher Teams: Analyzing Student Work Through Use of TC Writing Progression/K-5 Teachers/Facilitated by Teacher Teams

January 5, 2015 Teacher Teams: Using Student Data to Revise Curriculum & Refining Teaching Practices/ K-5 Teachers/ Facilitated by Teacher Teams

Jan. 9, 2015 Building Math Fluency/3-5 Teachers/ Facilitated by Tiffany Thompson NTN

Jan. 12, 2015 Practices to Support Guided Reading/K-2 Teachers/ Facilitated by Mary Croft, Literacy Support Specialist CFN 532

Jan. 26, 2015 Effective Feedback During Writing Conferences/K-5 Teachers/Facilitated by Miriam Feliciano, Literacy Coach

Feb. 2, 2015 RTI: Multi-Tier Support to Meet the Needs of All Learners/ Presented by Stephanie Rosman, AIS Teacher

Feb. 6, 2015 TC Writing Units/ 3-5 Instructional Lead Teachers/ Presented by TC Staff Developers

Feb 9, 2015 Providing Multiple Entry Points to meet the Needs of All Students/ K-5 Teachers/ Presented by Arlene Ludwig, Special Ed. Support Specialist

March 1, 2015 Explicit Instruction/K-5 Teachers/ Presented by Arlene Ludwig, Sp. Ed. Support Specialist

Four (4) additional hours of professional development will be provided to teachers participating in the Title III Afterschool Program. At the beginning of the program, a two hours of PD session will be devoted to analyzing the 2014 NYSESLAT student data results in order for teachers to know their students proficiency levels and plan for effective grouping. At the end of the program we will administer our own in-house assesment in order to measure student growth as a reslut of their participation in the Title III program.

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: _

Our parent engagement activities are geared toward engaging parents and families in the various aspects of school life by creating a culture of collaboration that supports their children's English language acquisition.

From October 2014 through June 2015, workshops and activities that encourage and support parental participation and promote academic success are offered school-wide on a weekly basis. Families are invited to participate in workshops in which reading and mathematics strategies will be shared with participants. Parents will also have an opportunity to be directly involved with the creation of costumes and props for the culminating activity of the program.

The various sessions will be facilitated by our instructional coaches Ms. Craine, Ms. Feliciano, teachers, parent coordinator, community assistant and school psychologist.

Our Title III committee, made up of 6 teachers, 2 students, 4 parents, 1 guidance counselor and 1 administrators, decided to provide parents of ELLs with a series of workshops that will increase parental involvement which will lead to higher academic achievement for our ELLs. Parents will be invited via letters, flyers and phone calls to weekly meetings that will empower them to support their child at home by using the strategies and skills learned at the workshop sessions.

A series of nine (9), two(2) hour workshops will be offered to all the parents of English Language Learners as part of our Title III Program. All instruction and notifications will be in English and Spanish.

The sessions for the Title III Parent Workshops will be provided as follows:

<u>Session 1. Overview of Program & Team Building</u>	<u>Dec. 18, 2014</u>	<u>2:31 pm - 4:31pm</u>
	<u>Ms. Hernandez, Teacher</u>	
<u>Session 2. Using technology to Develop Academic Skills</u>	<u>Jan. 8, 2015</u>	<u>2:31pm - 4:31pm</u>
	<u>Mr. Tavarez, Teacher</u>	
<u>Session 3. Supporting Fluency Development at Home</u>	<u>Jan. 22, 2015</u>	<u>2:31pm -</u>
<u>4:31pm</u>		
	<u>Ms. Estades, Teacher</u>	
<u>Session 4. Supporting Academic Vocabulary Development</u>	<u>Feb. 5, 2015</u>	<u>2:31pm -</u>
<u>4:31pm</u>		
	<u>Mr. Rojas, Parent Coordinator(No Cost</u>	
	<u>to</u>	
	<u>Title III)</u>	
<u>Session 5. Costume Designing/Staging</u>	<u>Feb. 26, 2015</u>	<u>2:31pm -</u>
<u>4:31pm</u>		
	<u>Ms. Ferrandino/Mr. Pantelas, Teachers</u>	
<u>and</u>		
	<u>Y. Vargas, Community Assistant (CA at</u>	
<u>no</u>		
	<u>cost to Title III)</u>	
<u>Session 6. Costume Designing/Staging</u>	<u>March 5, 2015</u>	<u>2:31pm -</u>
<u>4:31pm</u>		
	<u>Ms. Ferrandino/Mr. Pantelas, Teachers</u>	
	<u>and Y. Vargas, CA (No cost to Title III)</u>	
<u>Session 7. Reading Strategies</u>	<u>March 12, 2015</u>	<u>2:31pm -</u>

Part D: Parental Engagement Activities

<u>4:31pm</u>			
		Ms. Rosman, Teacher	
Session 8. Writing Strategies		March 26, 2015	2:31pm -
<u>4:31pm</u>			
		Ms. Feliciano, Teacher	
Session 9. Building self Confidence in our Children		April 16,2015	2:31pm -
<u>4:31pm</u>			
		Ms. Montolio, Psychologist	
Session 10. Culminating Activity(Parents,Students,Staff)		April 23, 2015	2:31 - 4:31pm
-			
Additional Parent Workshops Include the following 2014-2015			
Oct.	Topic	Provider	Dates
	Family Literacy Night	Inwood YMCA	Wed. (10/8,22)
			5:30pm-7:30pm
Nov.	Topic	Provider	Date
	Family Literacy Night	Inwood YMCA	Wed.(11/5)
			5:30pm - 7:30pm
Dec.	Topic	Provider	Dates
	Family Math Night	Math Coach/Network	Wed.(12/3)
			5:30pm - 7:30pm
	Immigration	NYC Commission on Human Rights	Thur. (12/11/14)
			8:15am - 9:00am
Jan.	Topic	Provider	Dates
	Yoga	Emblem Health	Wed. (1/7,14,21,28)
			4:45pm - 5:30pm
	Zumba	Emblem Health	Tues.(1/6, 13, 20,27)
			2:45pm - 3:45pm
	Homework Support	PS 132 Teachers	Wed. & Thurs
			2:40pm - 4:40pm
			(1/7,8,14,15,21,22, 28,29)
	ESL	ESL Adult Ed.	Tuesdays(1/6, 13, 20, 27)
			8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs. (1/8,15,22, 29)
			5:30pm -
<u>6:30pm</u>			
	Housing Code Enforcement	NYC Commission...	Friday (1/16/15)
			8:15am - 9:00am
Feb.	Topic	Provider	Dates
	Yoga	Emblem Health	Mon. (2/2, 9,23)
			8:30am - 9:30am
	Zumba	Emblem Health	Tues. (2/3,10, 24)
			2:45pm - 3:45pm
	Homework Support	P.S. 132 Teachers	Wed. & Thurs
			2:40pm - 4:40pm
			(2/4,5,11,12,25,26)
	ESL	ESL Adult Ed.	Tues. (2/3,10,24)
			8:00am -
<u>9:00am</u>			
	Technology	Adult Ed. Teacher	Thurs. (2/5,12,26)
			5:30pm - 6:30pm
	Bullying	NYC. Commission	Thursday (2/5/15)
			8:15am - 9:00am
<u>March</u>			
	Yoga	Emblem Health	Mon.(3/2,9,16,23,30)
			8:30am - 9:30am
	Zumba	Emblem Health	Tues. (3/3,10,17,24,31)
			2:45pm - 3:45pm
	Homework Support	P.S. 132Teachers	Wed. & Thurs.
			2:40pm - 4:40pm
			(3/4,5,11,12,18,19,25,26)
	ESL	ESL Adult Ed.	Tues.(3/3,10,17,24,31)
			8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs.(3/5,12,19,26)
			5:30pm - 6:30pm
April	Topic	Provider	Dates
	Yoga	Emblem Health	Mon.(4/13,20,27)
			8:30am - 9:30am
	Zumba	Emblem Health	Tues.(4/21,28)
			2:45pm - 3:45pm
	Homework Support	P.S. 132 Teachers	Wed. & Thurs.
			2:40pm - 4:40pm
			(4/15,16,22,23,29,30)
	ESL	ESL Adult Ed.	Tues.(4/21,28)
			8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs.(4/16,23,30)
			5:30pm - 6:30pm
May	Topic	Provider	Dates
	Homework Support	P.S. 132 Teachers	Wed. & Thurs.
			2:40pm - 4:40pm

Part D: Parental Engagement Activities

(5/6,7,13,14,20,21,27,28)				
ESL	ESL Adult Ed.		Tues. (5/5,12,19,26)	8:00am - 9:30am
Technology	Adult Ed. Teacher		Thurs.(5/7,14,21,28)	5:30pm - 6:30pm
June	Topics	Provider	Dates	Time
	Yoga	Emblem Health	Mon.(6/1,8,15,22)	8:30am - 9:30am
	Homework Support	P.S. 132 Teachers	Wed. & Thurs. (6/3,10,11)	2:40pm - 4:40pm
	ESL	ESL Adult Ed.	Tues.(6/2,9)	8:00am - 9:00am
	Technology	Adult Ed. Teacher	Thurs.(6/11,18)	5:30pm - 6:30pm
<p>The workshops and activities offered to parents and families are facilitated by, teachers: Mr. Sosa, Ms Estades, Ms. Feliciano, Ms. Craine, Emblem Health, DOE Adult Education Teacher, The New York Commision on Human Rights and staff members from the Inwood YMCA</p> <p>Parents and families will be notified via back-pack flyers, Parent Association meetings and parent coordinator outreach. All notifications will be sent home in the parent's identified language of prefece for communications.</p>				

Part E: Budget

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

Allocation Amount: \$39040

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. 	-	s
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	-	-
Educational Software (Object Code 199)	-	-
Travel	-	-
Other	-	s
TOTAL	\$39,040.00	-

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 06	Borough Manhattan	School Number 132
School Name Juan Pablo Duarte Elementary School		

B. Language Allocation Policy Team Composition

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

Principal Xiomara Nova	Assistant Principal Ana R. Bonifacio
Coach Wendy Poveda	Coach
ENL (English as a New Language)/Bilingual Teacher Menqui Yang	School Counselor
Teacher/Subject Area Belinda Rodriguez/ESL	Parent Melina Sanchez
Teacher/Subject Area Christine Fitzgibbons/ESL	Parent Coordinator Nelson Rojas
Related-Service Provider Marilyn Hernandez	Borough Field Support Center Staff Member Alice Cohen
Superintendent Manuel Ramirez	Other (Name and Title) Stephanie Rosman

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	448	Total number of ELLs	207	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	1	1								0
Dual Language	1	1	1	1	1	1								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	207	Newcomers (ELLs receiving service 0-3 years)	189	ELL Students with Disabilities	52
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	39	0	5	3	0	2	0	0	0	0
DL	79	0	3	4	0	0	0	0	0	0
ENL	71	0	39	11	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	26	16								0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE	16	7	22	1	19	6	15	15	5	23	6	14							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>14</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	9	9	24	15	12								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	12	7	5	5	16	8								0
Emerging (Low Intermediate)	4	4	9	5	6	3								0
Transitioning (High Intermediate)	3	6	4	5	9	5								0
Expanding (Advanced)	7	14	10	24	15	14								0
Commanding (Proficient)	2	1	2	7	2	2								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	0	0								0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	32	7	2	0	0
5	24	3	0	0	0
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	18	18	2	7	0	0	0	0	0
5	12	14	3	1	1	0	1	0	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	5	7	11	8	1			0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	37	10	0	1	16	8	0
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.

Describe what assessment tools your school uses to assess the early literacy skills of your ELLs.

Our school is using easyCBM to assess the early literacy skills of our English Language Learners. easyCBM's reading and mathematics curriculum-based measures examine a full year of academic growth, enabling us to make informed intervention and instructional decisions. All of our English Language Learners take a universal screener assessment in September. The screener measures early literacy skills such as letter names, letter sounds and phoneme segmenting in Kindergarten. In grade one; the assessments include letter sounds, phoneme segmenting, and word reading fluency. In grades 2-5 the measures include passage reading fluency, vocabulary, and reading comprehension. The students are also assessed in Spanish in grades K-2. Based on the results our Universal Screener Fall Benchmark data we determined the following:

Grade: K	% Tier 1	% Tier 2	% Tier 3
3			
# of Students Tested in English (26)	5%	14%	81%
# of students Tested in Spanish (17)	6%	47%	47%

Insights: The data reveals that the majority of our ELL is struggling with early literacy skills such as identifying letter names and letter sounds, and phoneme segmenting. While the data shows that our Kindergarten students struggle with phoneme segmenting in English, their phoneme segmenting skills in their native language are stronger.

Grade: 1	%Tier 1	% Tier 2	% Tier 3
# of students Tested in English (30)	20%	50%	30%
# of students tested in Spanish (21)	10%	57%	33%

Insights: The data reveals that the majority of our ELL is struggling improve their letter name and letter sounds skills by the time they enter first grade. The one area that our students struggle with in phoneme segmenting. As a result, our school is integrating choral reading during our literacy block and morning meetings. Foundations is used for intervention because it emphasizes phonemic

awareness, a critical foundational skill.

Grade: 2	%Tier 1	%Tier 2	% Tier 3
# of students tested in English (28)	30%	52%	17%
# of students tested in Spanish (23)	97%	0%	1%

Insights: In grades 2-5 our data shows that our students are struggling with reading comprehension and vocabulary. As a result, our instructional focus is developing academic language (oral and written) across the disciplines. Lesson plans include a language objective and a greater emphasis has been placed on building Tier 2 vocabulary. Word walls include visuals to support vocabulary development. Using the tuning protocol, teachers are adjusting unit maps and lessons to provide entry points for students while strengthening reading comprehension and language acquisition.

Grade: 3	%Tier 1	% Tier 2	% Tier 3
# of students tested in English (39)	26%	31%	43%

Grade: 4	%Tier 1	% Tier 2	% Tier 3
# of students tested in English (46)	15%	39%	45%

Grade: 5	%Tier 1	% Tier 2	% Tier 3
# of students tested in English (33)	21%	26%	53%

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The 2015 NYSESLAT testing results revealed that more of our upper graders have made progress and reached the level of Ex(Expanding). The data also revealed that the lower graders scored below Tr (Transitioning) are lacking listening skills. Across all the grades, reading and writing are still our focused areas. The data also showed a slight improvement of the students' language development.
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 AMAO Tool to group students for ESL services and Interventions.
The data reveals that 46.1% of our students are English Language Learners
46.1 % of our students are English Language Learners.
We looked at the data based on at risk level and we found that:
26 ELL students are at Risk level 1 compared to 26 Non ELLs
43 ELL Students are At risk level 2 compared to 43 Non ELLs
11 ELL Students are At Risk Level 3 compared to 16 Non ELLs
14 ELL Students are At Risk Level 4 compared to 19 Non ELLs
11 ELL Students are At Risk Level 5 compared to 5 Non ELLs
9 ELL Students are At Risk Level 6 compared to 1 Non ELLs
1 ELL Student is At Risk Level 7 compared to 1 Non ELLs
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. During our data analysis we identified a pattern in the scores of 51 students that took the ELA and the ELE tests. ELL Students performed better when they were tested in their home language/spanish (ELE) as compared to English (ELA). For example 10 out of the 51 students tested scored at the level 3 in the ELE while no students scored at the level 3 in the ELA.
- b. Our school did not select the ELL periodic assessment as one of our assessments.
- c. We will be using the ELL periodic assessment for the first time with the Title III program this year and will be able to analyse the data at the end of the program.
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](#).]

Our school uses the data collected from our easyCBM universal screener to provide targeted intervention to all students. Each day, students receive 50 minutes of targeted intervention in one of the five pillars of literacy. During this time, class size is reduced and with the support of our English as a Second Language teachers, Academic Intervention Services teachers, and other trained personnel we target student needs. As part of our core instructional literacy program, our school uses the phonics component of ReadyGen, our core literacy instructional program. However, based on our data, we are also using Foundations and Estrellitas to build our students phonics and phonemic awareness during our school's intervention period.

Multiple data sources were taken into consideration when forming intervention groups. We reviewed Fountas & Pinnell reading levels, NYSESLAT results, and NYS English Language Arts assessment results alongside the easyCBM data. From the data, we identified the most urgent area of need (phonics, phonemic awareness, fluency, vocabulary, or comprehension). In forming small groups (RTI Tier 2) we considered the literacy development continuum. For instance, we targeted students' need in decoding or fluency before addressing comprehension. Structuring our school day around grade-level RTI Tier 2 intervention blocks allows us to address each student's individual needs and provide foundational skills regardless of grade level proficiency so they can access core grade level content.

Our school has cycles of intervention with regularly scheduled progress monitoring. Progress monitoring is done within the intervention programs (ie. Foundations, QuickReads etc) and outside the program using easyCBM this data is used to regroup students as needed. Having this flexible grouping structure allows us to continually meet students changing needs. RTI Team reviews progress and makes recommendations for exiting students, continuation of targeted intervention, or modification of a targeted intervention. Several students are receiving Tier 3, one-on-one interventions with trained personnel. Our aim is to have intensive, tailored instruction, matching the needs of individual students. We are focusing on expanding specific skills in the five pillars recommended in the National Reading Panel. Building capacity within the building is a focus this year. Classroom teachers, AIS personnel and paras are being provided with specific trainings with research-based methods and programs including, Great Leaps, Orton-Gillingham Multisensory methodology.

Core RTI Tier 1 instruction is being strengthened to support ELLs through trainings on-site and off-site.

Due to the large population of ELLs, the instructional focus of the school is on oral language development. Teachers, and intervention personnel working with intervention groups in comprehension, will place an emphasis on Tier 2 vocabulary words through word analysis and focus on anglosaxon, latin and roots to "grow" vocabulary. In addition, staff were trained on Responsive Classroom during the week prior to the start of school. All staff participate in morning meeting to encourage ELL oral language development and confidence.

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

We have always taken into consideration the ELL's new language development in our instructional decisions by:

- Analyzing data for the purpose of grouping and differentiated instruction;
- Integrating ESL strategies, TPR, Visual aides, explicit instruction and modeling in the classrooms.
- Using the S.I.O.P model for Sheltered Instruction;
- Vocabulary development through various means;
- Intercative learning through technology;
- Facilitating Language acquisition through the content area.
- Using Sentence Frames to facilitate the development of ELL's academic language.

7. For dual language programs, answer the following:

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

In the dual language program we assess all students in English and Spanish. Our schools is using the Easy-CBM Universal Screener, Fall, Winter and Spring Benchmarks, including progress monitoring in both English and Spanish in both ELA and Math. In addition, Dual Language students take end of Unit assessments in ELA and Math in the targeted language and is graded through the use of a rubric.

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 for ELLs through the use of relevant indicators of the Continium of Literacy Learning as well as benchmark assessments for the program. In addition, the success of our ELLs program continues to be monitored by analysis of State testing data (ELA, Mathematics, NYSESLAT), MOSL, Easy CBM, review of student portfolios, as well as other teacher created assessments.

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.
To ensure that our school is aligned with New York State New CR Part 154 mandates for English Language Learners, we take the following steps: Upon registration of newly enrolled students, our pupil accounting secretary contacts the ESL department and licensed pedagogue interviews the parent or guardian orally to find out what language is predominantly spoken in the home. We accommodate the needs of parents, making sure that the pedagogue speaks the language of the parent/guardian. Then, the parent or guardian is asked to complete a Home Language Identification Survey (HLIS). If the parent or guardian requires help filling out the survey, an ELL certified teacher (Ms. Rodriguez, Ms. Yang, or Ms. Ffzigibbons) meets with the parent to assist them. We make sure Once the HLIS is collected and it is determined that a language other than English is predominantly spoken in a child’s home, an ELL staff member will administer the New York State Identification Test of English Language Learners (NYSITELL) exam. If the student is found not to be proficient in the English NYSITELL, the ESL teachers will administer the Spanish LAB. An ELL staff member will informally interview the student prior to administering the NYSITELL. The students who score below the proficiency on the NYSITELL will be identified as an English Language Learner and becomes eligible for state-mandated ELL services. Finally students are placed according to eligibility.
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).
Upon registration, ESL Department conducts an initial informal oral interview on each student and their parent about his/her former academic history. If the student is found to have at least two years of interrupted education, the SIFE Oral Interview Questionnaire is then conducted. Based on the results, the LENS is then administered.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
For Newly enrolled students with IEP, follow a process, as specified in Subpart 154-3 of this Part, to determine whether the student shall take the statewide English language proficiency identification assessment and whether the student should be identified as an English Language Learner. Consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Then the Language Proficiency Team (LPT) will determined if the students is eligible of for the NYSEITLL exam. If the student receives a score below a state designated level of proficiency established by the Commissioner on the statewide English language proficiency identification assessment, or in the case of a student with a disability the process defined in Subpart 154-3 of this Part has led to a determination that the student shall be initially identified as an English Language Learner, within five (5) school days of such identification, the school will provide a written notice of such identification determination the right to seek review of such identification determination pursuant to section.
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.
After the ELL certified teachers have administered the NYSITELL, the students who score below the proficiency on the NYSITELL will be identified as an English Language Learner and becomes eligible for state-mandated ELL services. The ESL Department will then prepare the entitlement letters to send home with five school days. Otherwise, the parents will receive the non-entitlement letters within five school days.
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).
When a student is identified as an English Language Learner and becomes eligible for state-mandated ELL services, the ESL Department will send an entitlement letter home within five school days, which states that the parents have the right to appeal ELL status within 45 days.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
To ensure that parents understand all three programs (Transitional Bilingual, Dual Language, Free standing ESL) provided by our school, several steps are followed: Within 10 days of registering a student, parents are invited for an orientation and program selection meeting. During this meeting, ESL certified teachers (Ms.Rodriguez, Ms. Yang, Ms. Fitzgibbons) , show the Parent Orientation Video provided by the NYC Department of Education. ESL staff are also available to provide more detailed information about the programs available at our school. After the orientation workshop and the video, the parents have an opportunity to ask questions. The

ESL staff members, and administrators are available to provide answers. Parents then fill out the Parent Selection Form which indicates the program they want to choose for their children. Students are placed in the appropriate programs according to parent's choice. If the parent's program choice is not available at our school, the parents will meet with an Assistant Principal who will explain other available choices. If parents still want their first choice (which is not available at our school), parents have the option to transfer the student to another school. Parents who are undecided about what would be a suitable program for their child, are invited to come back to our school and watch the video again accompanied by a pedagogue. The pedagogue will answer any questions/ concerns and assist parents in choosing the most appropriate program for their child. Should the parents still have concerns, or need clarification on a particular program, the assistant principal is available to support parent with program selection.

The following is a timeline of the available dates for program choice meetings:

- Beginning in September 2015 the Program Choice Video is shown and the orientation workshop is provided to the parents on a daily basis.

From October through June 2016 the Program Choice Video and the orientation workshop is provided as needed.

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

The Program Selection Forms and Parent Surveys are distributed to the parent by an ESL certified teacher in person at registration. The form is completed and collected before the parent leaves. The forms are placed in a binder and kept in a secure location in the certified ESL office. After a student is identified as an ELL, an ESL teacher determines which ELL entitlement/non entitlement letter will be sent home within five school days. The Assistant Principal in charge of ELLs compliance keeps a copy of the letters that have been sent home in a secure location in her office. Pupil accounting secretary keeps a waiting list of the programs parents prefer. Once a program becomes available, parent is contacted by the Pupil Accounting secretary. As an example, if transitional bilingual becomes an option for Kindergarten, pupil accounting secretary will notify parent based on review of preference program waiting list.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Upon the registration, the pupil secretary and the ESL department will conduct and make sure every parent has completed and returned the Parent Survey and Program Selection forms. If the forms have not been completed, the ESL department will advise the pupil secretary to inform the parent to complete and return the forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Upon the registration, the Program Selection Forms are collected from the parents directly after the Parents Orientation Video Meeting. The next day, the ESL Department will send home the placement parent notification letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All the original documents for each student are kept in the student's cumulative record. Copies are kept in the ELL compliance binder in the ESL Department.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) at our school include:
Prior to the administration of the NYSESLAT, an ESL teacher will ask the pupil accounting secretary to generate a list of students who are eligible for the NYSESLAT according to the ATS RLER in conjunction with the HISE. The RLER is accessed to assist with identification of students who will be administered the NYSESLAT. The ESL teachers, along with the Testing Administration Supervisor and support team review the report to determine who is eligible to take the NYSESLAT. The ESL department will then cross reference the eligible list generated from the ATS Report with the test history data gathered by the ESL teachers. Once all students who are eligible for the NYSESLAT are identified, the ESL teachers will report the eligible list to the Assistant Principal who is in charge of testing. The school's testing team works out a time line as well as a testing memo. The NYSESLAT is administered in the following time line:
First the Speaking part of the assessment is administered individually by licensed ESL teachers. The remaining three modalities are administered thereafter.
Day 1: Grade K, 1 and 2 Book 1.
Day 2: Grade K, 1 and 2 Book 2.
Day 3: Grade K, 1, and 2 Book3 .
Day 4: Grade 3, 4, and 5 Book 1.
Day 5: Grade 3, 4, and 5 Book 2.
Day 6: Grade 3, 4, and 5Book 3.
Remaining Testing Window: Make up testing for all grades.

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

In the beginning of the school year, all continued entitlement and transitional support parent notification letters are sent home by the certified ESL teachers. Letters are in both Spanish and English. Should language other than Spanish be needed, the letter is available for printing on-line. The ESL certified teachers are responsible for the distribution of the letters.

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).

The program models offered at our school aligned with parent request. The programs offered at our school are: Free Standing ESL, Dual Language, and Transitional Bilingual. The parents of ELLs have the opportunity to select programs for their children. After the parent selects and signs the program selection form, a tracking sheet is kept by the ESL team. After a brief analysis for the past few school years, parent's choice of program reveals that parents selected DL, parents selected ESL and parents selected Transitional Bilingual as their first, second and third choice of program. Over the past three years the trend of program selection shows that about 75% of our Spanish speaking parents select a bilingual Spanish (TB or DL) program and 25% select an ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We have two ENL classes per grade. One is a Regular Education class (STAND-ALONE MODEL) and the other is a Self Contained Special Education Class with mixed proficiency levels where an ESL teacher follows the Push-In Model to support current and former ELLs.
 - b. TBE program. *If applicable.*
We have a 4th grade Regular Education Transitional Bilingual class and a 5th grade ICT Transitional Bilingual class where students have mixed proficiency levels. In the Transitional Bilingual class, the classroom teacher provides the necessary units of ENL instruction.
 - c. DL program. *If applicable.*
In our DL program the teachers are bilingual certified and provide the mandated services to all ELLs as per Part CR154.2. We follow a self contained model where students are with the same teacher all day and mixed proficiency levels.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Entering and Emergent students receive 360 minutes of ESL/ELL instruction per week.
The transitioning and Expanding students receive 180 minutes of instruction per week.
Commanding students receive 90 minutes of instruction for two consecutive years.
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.
Core content in native language arts will be delivered using a common-core aligned curriculum. Senderos is a comprehensive native language arts resource that includes close reading of complex texts, writing from sources, speaking and listening activities, academic language development, and grammar instruction. Our teachers classes will be using this resource to deliver rigorous instruction in the native language. In this integrated literacy model students will have opportunities for whole group and small group instruction.
Science and Social Studies and ELA is 50% in the Home Language. Math instruction is 100% in the Home Language. During intervention blocks, the students are grouped based on review of Universal Screener Data for targeted instruction. For English Language Arts, our school is using ReadyGen. Like Senderos, ReadyGen is also an integrated language arts

curriculum. Scaffolding tools within the ReadyGen support instruction for English Language Learners. Furthermore, teachers engage in planning sessions to make curricular adjustments to address the needs of ELLs. The Looking at Student work Protocol supports teachers in making adjustments to the curriculum in order to provide multiple entry points for students based on their language development needs. In addition, teachers use Universal Design for Learning principles to support students learning needs. Our school uses the Teachers College writing curriculum. At the beginning of each unit of study in writing, students are given an on-demand pre-writing assessment. The writing samples are scored using a uniformed, coherent scoring tool known as the Writing Progression for all three writing genres, narrative, informational and opinion writing. The progression tool supports teachers in identifying the writing characteristics on a grade level continuum. Understanding grade-level expectations across grades, allows teachers to make appropriate adjustments considering the progression of learning. As such, teachers are able to adjust unit plans and provide targeted instruction in order to support the development of that modality.

Go Math is used for core mathematics program. Students are provided instruction in both English and the native language in grades K-5. Students are assessed regularly and data is collected to determine need for additional intervention. Using the curriculum's Response to Intervention instructional supports, teachers provide students with additional academic support.

In grades K-2, our school has a science and social studies curriculum aligned with New York City's scope and sequence. Students learn content in English and Spanish. Students learn science and social studies through research which follows the New York City Scope and Sequence. Students learn research, writing, and reading skills. Students have access to the school iPads and Technology labs to support their learning. Some of the methods used to support the ELLs are, support with visuals for vocabulary, sentence stem support for oral language development, TRP total physical response, shared reading and writing activities, cognate connections, building background knowledge, role playing, explicit instruction of vocabulary, multisensory techniques, collaborative discussion and debate, strategies around predictions, clarifying words and parts, questioning and summarizing.

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

Our students are evaluated in their home language throughout the school year. Students are tested using EDL (Evaluacion del Desarrollo de Lectura 2) to help determine their independent and instructional reading levels. The assessments are administered three times per year during our benchmark assessment periods. This helps us measure our students' progress over time. Using this comprehensive assessment, we measure students' oral language, reading, and writing, development in their home language.

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

Our students are evaluated in their home language throughout the school year. Students are tested using EDL (Evaluacion del Desarrollo de Lectura 2) to help determine their independent and instructional reading levels. The assessments are administered three times per year during our benchmark assessment periods. This helps us measure our students' progress over time. Using this comprehensive assessment, we measure students' oral language, reading, and writing, development in their home language.

In addition to EDL assessments, our students are also evaluated using a Universal Screener for Response to Intervention purposes. Students in grades K-2 are assessed using multiple measures to address each of the 5 pillars for Literacy (phonics, phonemic awareness, vocabulary, fluency, and comprehension). In grades 3-5 students are assessed for all pillars in English. Content Based Measures in Mathematics are administered in English and Spanish for all students in grades K-5. Data collected from our school's universal screener is then used to provide students with targeted intervention in both the native language and English. Students are progressed monitored as recommended by our RTI Assessment and Data Management system (easyCBM). Our school analyzes progress monitoring data every 8 weeks to determine the students need for continued intervention or additional intervention in another pillar.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- Teachers administer Fountas and Pinnell Running Records to determine independent reading levels and group for instruction according to the data findings. Estrellitas is used for newcomers. Cenderos is being used for developing students. At present, there are no Long-Term ELLs. Former ELLs up to two years are receiving 90 minutes of ELL support per week.
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.
- We don't have any students with the need to be re-identified.**
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?
- Teachers use a variety of instructional strategies to support students language development, all lessons include a language objective to help our students and teacher plan for language development in their lessons. Our school also has vocabulary words walls with picture support to help students development academic language. Lessons are planned to provide opportunities for speaking and listening. For instance, several opportunities for accountable talk. In reading, our school is using the Jigsaw strategy to chunk texts and have students support each other with information. Finally, teachers use technology to allow students to listen to grade-level text so they can participate in small group and class discussions.
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?
- All Teachers of SWDs follow the Common Core Aligned Curriculum with modifications and adaptations according to the needs of the students and to make sure that students with IEPs meet their goals and obtain English Proficiency within the least restrictive environment. Classroom teachers work with all related services providers in using multi sensory approaches to provide access to the general education curriculum.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

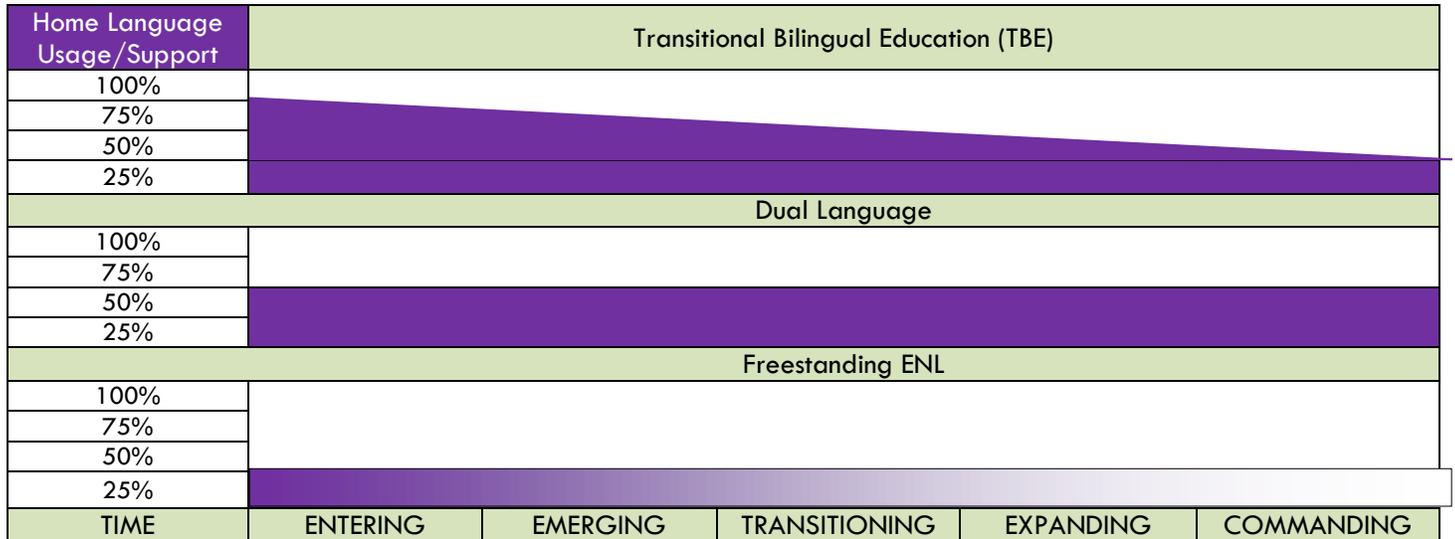


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Beginning in the 2015-2016 academic year, our school has a dedicated intervention period for all students in grades K-5, 5 days per week. During the intervention period, students are provided with targeted intervention based on their needs. Data from various assessments including (NYS ELA, NYS Math, NYSESLAT, EDL 2, Universal Screener-EasyCBM, and Fountas and Pinnell) is analyzed to determine the students' academic needs. Our school's intervention team consists of Academic Intervention Service Teachers (AIS) and classroom teachers. They collaborate to provide additional support using research-based approaches. Our interventions include Foundations, Estrellitas (Spanish), Recipe for Reading (English), Quick Reads (English), Great Leaps (English), Readers Theater, (English) Reading Recovery (English), Guided Reading (English and Spanish), Go Math (RTI) (English and Spanish), Senderos (RTI).(Spanish). Students' response to intervention is measured every 6-8 weeks using the EasyCBM measures and as recommended for each intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The designated block of time for intervention, along with the research period, during ELT (Extended Learning Time), which focuses on research skills (to build literacy/social studies/science and inquiring minds) is providing supplemental support to accelerate the progress of our ELLs to be college and career ready.
12. What new programs or improvements will be considered for the upcoming school year?
As a renewal school, all of our students receive one additional hour of instruction. Furthermore, as a community school, students will have access to an after-school program sponsored by Urban Arts. This program will provide academic support and arts programs.

Our school will be incorporating an intervention period into our daily schedule for all of our students K-5, teachers and academic intervention service providers will provide targeted intervention to students in small group.
Our school will also be introducing Senderos, a common core aligned Native Language Arts program. In addition, our school will pilot blended learning opportunities using iPads to support core instruction. Another new initiative this year for students in grade 3-5 is the Information and Research class. In order to better prepare students for college and careers, our students will engage in research projects. The research projects will be aligned to the New York City Science and Social Studies scope and sequence. This class will also have a blended learning structure. The students will have access to the school technology lab and iPads in order to facilitate research and strengthen their reading and writing skills.
13. What programs/services for ELLs will be discontinued and why?
We are currently discontinuing the Transitional Bilingual Classes on every grade since we are collocated school and will be reducing our enrollment for the next 3 years. We will become a Dual and a Stand Alone English school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As a renewal school, all of our students receive one additional hour of instruction. Furthermore, as a community school, students will have access to an after-school program sponsored by Urban Arts. This program will provide academic support and arts programs.
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.
ReadyGen anchor and supplementary texts, trade books, iPads, interactive white boards, document cameras, Senderos curriculum materials (Spanish), Go Math instructional materials, TC Writing Units of Study, Spanish Language Libraries, Estrellitas (Phonics), Foundations (Intervention), Quick Reads (fluency), Great Leaps (Fluency), Leveled Literacy Intervention (Reading Comprehension).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We follow the state mandated units of study.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our Language Coordinator and Team make sure that students receive all mandated services and that resources are available in the correct language.
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).
Every year a teacher and the parent coordinator attend a districtwide activity where they present to the parents of incoming K parents. Also parents of incoming K students are invited to visit the K classes during the month of June prior to the student attending our school.
19. What language electives are offered to ELLs?
None
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)?

a. Our school is using a self-contained dual language model. In the classes, EPs and ELLs are integrated 100% of the time.

b. Literacy, Science and Social Studies are taught in English and Spanish alternated by units of study.

Mathematics is taught in English and Spanish in alternate day cycles.

c. Teachers in the dual language program follow a 50/50 model where the language is separated according to the subject area and unit of study.

d. In Kindergarten we begin literacy with the 90/10 model and in the middle of the school year we move toward a 50/50 model.

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.)
Our PD plan was created by a team in collaboration with all staff members via needs assessment surveys, one to one conversations and school data analysis. Our school provides Professional Development every Monday as well as on City's Professional Development days. Most of our PDs take place inhouse (Mondays) and some will take place at different locations (TC trainings, Orton-Gillingham training, etc.) PDs are differentiated according to the needs of teachers/Assiting Teachers (ELLs, MOSL, SWD, ADVANCE, Program (TB, DL, ENL), Subject specific (4th and 5th grade departments). Specific Series of PDs will be will be ongoing throughout the school year.

Our school has hired 3 ESL/Bilingual licensed Teacher leaders to support our teachers with planning and improving pedagogy through with best practices. Our school now has 3 Model teachers (Ms. Estades, Ms. Estrella and Mr Cruz) and 1 Peer Collaborative Teacher (Ms. Poveda).

Our School has also been accepted into the Learning Partners Plus program. A citywide initiative to pair schools in order to exchange best practices. Our school-wide focus in this initiative is language development. Throughout the year, our teachers will have opportunities to visit our partner schools to learn ways to support our students' language development.

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?

This year our school is providing a wide range of PDs for all teachers including teachers of ELLs and SWDs.
Examples of PDs are:

Responsive Classrooms- In the summer of 2015, our staff including Teachers, School Leaders, Paraprofessionals, and school aides participated in a 4-day workshop focused strengthening the socio-emotional supports we offer our students. Responsive Classroom is a research-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school. The goals of this professional development series is to strengthen our teachers ability to deliver engaging Academics, create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests. Help our teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers. Create a calm, orderly environment that promotes autonomy and allows students to focus on learning. Finally, as a result of this professional development experience, teachers increase their knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

M.O.S.L Data analysis - Teachers utilize the data to adjust the school's Common Core aligned Curriculum in order to ensure that multiple entry points to the lessons are provided therefore affording all students the opportunity to access the curriculum.

Adjusting ReadyGen Curriculum / TC Writing Units to Meet Students' Needs - Educators will adapt ENL strategies that they will utilize in their instruction, therefore ensuring that all students are provided with access to the school's Common Core aligned Curriculum.

Strategies to Help Students Struggling with Social-Emotional Issues

Independent Reading Strategies

Grade Level and Vertical Planning (Learning from each other) - where Educators will adjust the school's Common Core aligned Curriculum in order to ensure that multiple entry points to the lessons are provided, therefore affording all students (ELLS and SWD) the opportunity to access the curriculum.

Analyzing ELL Students' Work

Using ENL and STARS Data to Inform Instruction, adapting strategies that teachers will utilize in their instruction, therefore ensuring that all students are provided with access to the school's Common Core aligned Curriculum.

Differentiated Instruction

Orton-Gillingham

TC Writing

Independent Reading

UDL

All 3-5 NTN Math Training w/ Brandon

Community Word Project

All K-2 Metamorphosis Training

Analysing Fountas & Pinnell Results

MyOn analysis

Language Development PD is provided since it is our school-wide focus. We have partnered with Learning Partners Plus Program which is a citywide initiative to pair schools to facilitate the exchange best practices. Throughout the year, our teachers will have opportunities to visit our partner schools to learn ways to support our students' language development.

We use the following Resources to Support our PD Plan: A Handbook for Professional Learning: Research, Resources, and strategies for implementation, engageny.org, Teaching Channels.Org, Building Effective Teacher Teams, Crosswalk Analysis of CIE (Collaborative Professional Learning, UFTContract, and QR Indicator 4.2 – Needs Assessment Survey of All Staff (October 2015, "What Works in Professional Development? -Thomas R. Guskey and Kwang Suk Yoon- June PD Reflection of CIE Expectations

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? We invite our students to visit schools that offer Transitional and Dual Language programs. We also invite speakers from other schools to present to our students and parents and talk about the different programs available and what they have to offer to our English Language Learners.
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.

As required by the CR Part 154.2 we offer at least 15% of our PD to the teachers of ELLs and make sure that at least 50% of the total hours for Bilingual/ENL teachers receive ELL specific professional development. We keep a binder with all agendas, sign in sheets and materials provided for every PD offered.

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?

All Teachers of ELLs have a log in a green folder where they document meetings with parents of ELLs during Parent Engagement time. Translation is available to all teachers if needed. Administrators schedule individual meetings with parents also to discuss goals, assessments and language development needs in content areas.

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 Teachers of ELLs have a folder to log communication with parents (meetings, phone calls, letters, emails, texts, etc.)

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parent engagement activities are geared toward engaging parents and families in the various aspects of school life by creating a culture of collaboration that supports their children's English language acquisition. Parents are an integral part of our community. We work very closely with the members for parents association. We have a group of parent volunteers that provide our staff with support in the classrooms, hallways, cafeteria, bathrooms and contacting other parents when needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently a community school and partnered with Urban Arts. We
5. How do you evaluate the needs of the parents? 2 Surveys are sent home to evaluate the needs of the parents (Mid and End).
6. How do your parental involvement activities address the needs of the parents? The workshops provided to that parents are based of the data collected from the surveys as well as the areas of need identified by the classroom teachers.

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.

Providing parents with behavior management strategies to deal with difficult children

MyOn and educational websites training for parents

Understanding Bullying and how to take action

How to read with your child at home (Become a buddy reader)

Parenting Skills

Empowering parents to help their children with challenging Homework and language barrier.

Using technology to Develop Academic Skills

Supporting Fluency Development at Home

Supporting Academic Vocabulary Development

Costume Designing/Staging

Reading Strategies

Writing Strategies

Building self Confidence in our Children

Family Literacy Night

Family Math Night

Understanding State/ School Testing

Part VI: LAP Assurances

School Name: Juan Pablo Duarte**School DBN: 06M132**

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)
Xiomara Nova	Principal		10/30/15
Ana R. Bonifacio	Assistant Principal		10/30/15
Nelson Rojas	Parent Coordinator		10/30/15
Christine Fitzgibbons/ESL	ENL/Bilingual Teacher		10/30/15
Melina Sanchez	Parent		10/30/15
Belinda Rodriguez/ESL	Teacher/Subject Area		10/30/15
Menqi Yang	Teacher/Subject Area		10/30/15
Wendy Poveda	Coach		10/30/15
	Coach		10/30/15
	School Counselor		10/30/15
Manuel Ramirez	Superintendent		10/30/15
Alice Cohen	Borough Field Support Center Staff Member <hr/>		10/30/15
Marilyn Hernandez	Other <u>Special Education</u>		10/30/15
Stephanie Rosman	Other <u>Reading/data</u>		10/30/15
Clementina Rodriguez	Other <u>Parent</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06m132** School Name: **Juan Pablo Duarte**
Superintendent: **Manuel Ramirez**

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.

In order to assess language preferences of the parent community for both written and oral communication we have looked at the data from the ATS reports (RCPL, RECF, RCON, RAPL and RADL), Home Language Survey, Blue Emergency Card, one to one conversations and Surveys conducted.

Our goal is to communicate, whenever feasible, with non-English speaking parents in their home language in order to support:

- parent-school accountability
- parent access to information about their child(ren)'s educational options
- parents' capacity to improve their child(ren)'s achievement

Based on our analysis of HILS, we identified parents as Hispanic, Native Americas, Black, Asian, and White.

We encourage parents every month during the PA meetings to keep all students' information updated on the blue card.

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.

According to our records we have parents who speak English and/or Spanish. We have a total of 139 parents with a preferred English Language as the Spoken Language and 378 who prefer Spanish as the Spoken Language. We have 144 parents who prefer the English Written Language as compared to 373 who prefer Spanish as the Written language.

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.)

Parent program choice letters, placement in special education program, Conference letters, School notices about school closing, testing, policies, new programs, Health forms, PA meetings notices, School Leadership, absences or likenesses notifications, Title I committee, Title III Committee, Language Allocation Policy Committee, Translation and Interpretation Committee. Parents' consent forms programs, trips, events, parent-teacher conference communication letter, Student of the month celebrations as well as cultural celebrations (independence day celebrations), science fair, Graduation, Parents Orientations, Instructional plan, parent workshop calendar, students' academic goals for math and literacy, science and social studies home connection letters, Parent Handbook, Parent Involvement Policy, School-Parent Compact and pamphlets/brochures.

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.

Many staff members are available to provide translation and interpretation in order to increase written and oral communication. In house staff members are always able and available to provide translation at general meetings (formal face-to-face interactions) for those non-English speaking parents.

General meetings are considered as follow: early registration, ongoing registration, end of the year regular registration, monthly parent meetings, parent association monthly meetings, fundraising meetings for 5th grade graduation and end of the year 5th Grade Graduation meeting, IEP meetings, LAP committee meetings, Title I committee meetings, Title III committee meetings, Translation and interpretation committee meetings, English Language Learners committee meetings. School Leadership committee meetings, Etc.

We also have informal face-to-face interactions with parents through the year; During Parent–Teacher meetings and during Parent-Teacher Conferences held during the fall 2015 and during the spring of 2016.

Part C: Providing Language Assistance Services

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

The administrators identify the needs of translation and assign a bilingual staff member to assist in the translation of the document.
The assistant staff will be compensated for the time if needed.

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

Our school will meet identified translation needs by utilizing in house staff members and by contacting the translation unit is needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will receive information via email provided by the Language Access Coordinator.

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

We created a Language Team which meets weekly and is available to support teachers with language concerns.

Welcome posters are displayed around the school.

The Parents Bill of Rights was shared with the parents who attended the Parents' Association meeting at the school and were sent home with all the students.

The Parents' Guide to Language Access is available to all the parents.

The Language ID Guide is posted at the security desk and the main office.

As a school, we provide interpretation services, to the maximum extent practicable within the budget appropriated for services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education. The interpretation services are provided either at school or by telephone. A copy of the Bill of Parent Rights and Responsibilities in English and Spanish was sent home to all the parents and copies are available in the Parent Association office as well as in the main office.

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)

We will conduct 2 surveys (Mid and End of the year) to gather feedback from the parents on the quality and availability of language translation and interpretation services. We will also have one to one conversations with parents in order to find out how they feel about the quality and availability of language and interpretation services provided at the school.