

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M145

School Name:

P.S. 145, THE BLOOMINGDALE SCHOOL

Principal:

NATALIA GARCIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 145M School Number (DBN): 03M145
Grades Served: PreK-5
School Address: 150 West 105th Street , NY, NY 10025
Phone Number: 212-678-2857 Fax: 212-222-4610
School Contact Person: Dr. Natalia Russo Email Address: ngarcia52@schools.nyc.gov
Principal: Dr. Natalia Garcia
UFT Chapter Leader: Delores Cody Oppecker
Parents' Association President: Yassiel Nieves
SLT Chairperson: Sonia Lorenzi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lillie Edmondson
Student Representative(s):

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent's Email Address: ialtschul@schools.nyc.gov
Phone Number: 212-678-5897 Fax: 212-222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor
Director's Email Address: Ychu@schools.nyc.gov
Phone Number: 212-339-1590 Fax: 212-356-7546

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Natalia Russo	*Principal or Designee	
Delores Cody Oppecker	*UFT Chapter Leader or Designee	
Yassiel Nieves	*PA/PTA President or Designated Co-President	
Leyda Cruz	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mark Van Dok	Parent	
Christine Padilla	Parent	
Eulogia Bams	Parent	
Miguel Marquez	Staff	
Sonia Lorenzi	Staff- SLT Chair	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 145, The Bloomingdale School is an Elementary school with 392 students from PK through grade 5. The school population comprises 27% Black, 63% Hispanic, 7% White, and 3% Asian students. The student body includes 13% English language learners and 19% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014 - 2015 was 94%. Most notably, we also have 10% students living in temporary housing.

We use technology to help our students develop 21st century literacy skills for children in Pre-K through 5th grade. We believe that technology innovation is part of the foundation of a 21st century model of teaching and learning. We use a blend of face-to-face and online teaching and learning, communication and collaboration. We strive to build global awareness, teamwork, problem-solving and presentation skills to improve reading comprehension, oral reading fluency and overall achievement.

Some of our partnerships include:

After-School All-Stars – a national organization which provides our students in Grades 3 – 5 a free 3-hour program after the school day ends. The program includes academic, enrichment and athletic components.

Studio in School – a national organization which teaches visual arts to hundreds of thousands of New York City children in under-served public schools.

Cool Culture – a local organization to provide families with free, unlimited admission to premiere cultural institutions. Each Pre-K and K family that registers will receive up to 5 passes for museums and zoos around the city. The Pre-K Family Worker leads weekly trips to cultural institutions around the city which are directly connected to the Early Childhood Curriculum.

Ben & Jerry's – a local retail store which provides students on a monthly basis free ice cream for excellent attendance. The school wide attendance has increased by 3% since the 2014-2015 school year.

PS 145 is also committed to the development of communication skills, specifically through the Arts. We have a full-time Music teacher and a full-time Dance teacher who help provide our students with a well-rounded education. We are committed to providing our students with ample opportunities to help them learn what their interests are and help them harness the skills they all have within them.

The instructional focus at our school is to regularly examine student data to identify the needs of our students to adjust instructional practices to improve achievement and progress. Teacher teams have been created to examine student work on a weekly basis in order to adjust instruction. The use of a Google Drive has served to monitor the analysis of student work. We are working to know our students more in-depth to meet them at their entry point and move them towards mastery.

03M145 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	393	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		75.9%	% Attendance Rate	90.6%
% Free Lunch		68.8%	% Reduced Lunch	0.3%
% Limited English Proficient		13.8%	% Students with Disabilities	21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	26.8%
% Hispanic or Latino		62.9%	% Asian or Native Hawaiian/Pacific Islander	2.5%
% White		6.4%	% Multi-Racial	0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.03	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	13.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		10.5%	Mathematics Performance at levels 3 & 4	14.1%
Science Performance at levels 3 & 4 (4th Grade)		51.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

The 2014-2015 school year was one of transition: a new curriculum was implemented across all grades for both ELA and Mathematics instruction, and there was a change of administration as a new principal was assigned to provide leadership to the school. A School Quality Review was conducted in the late spring, and among its findings was the need for more effective teaching and assessment of student achievement. Although the performance on the NYS spring 2015 assessments indicate a low level of student proficiency, there was growth among all students in all grades on both the ELA and Mathematics exams. Most notable were the gains made by English Language Learners, Special Needs students, and Lowest Performing students. For the 2014-2015 school year, we will build upon these gains with rigorous instruction, professional development, academic intervention, parental engagement, and strong leadership.

Part 2 – Annual Goal

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

By June 2016, the percentage of students in grades 3-5 who achieve a proficient score on the NYS assessment in both ELA and Mathematics will increase by 4% over the level of proficiency from the 2013-2014 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Classroom teachers will improve their ability to implement the Common Core Standards in both ELA and Mathematics with the use of curriculum maps, guidance from supervisors and staff developers, intervisitations, grade conferences, and professional development sessions.</p>	<p>All classroom teachers</p>	<p>September-May</p>	<p>Supervisors, staff developers, network support</p>
<p>Academic intervention specialists will provide intensive small group instruction to students with materials that support the Common Core</p>	<p>Identified students in grades 1-5</p>	<p>October – May</p>	<p>F status teachers, staff developer, ESL teacher, Special Ed coordinator</p>
<p>Parental involvement activities will be planned and conducted to better inform and engage parents in the learning process, the Common Core Standards, and strategies for success</p>	<p>All teachers, Parent Coordinator</p>	<p>September-June</p>	<p>Supervisors, grade leaders, staff developer, parent engagement team</p>
<p>Professional development activities will be designed and conducted to enable teachers to better engage students, to develop critical thinking, and to share best practices</p>	<p>All teachers</p>	<p>October-May</p>	<p>Supervisors, staff developer, professional development team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Human resources necessary to achieve this goal include a full time staff developer, F-status teachers, a professional development team, a parent/family engagement team, and after school instructors. Supplemental instructional resources are needed to assist high needs and at-risk students to better understand and master the common core standards. It will be necessary to develop and implement a schedule of academic-intervention services for students who are identified as at-risk.</p>										
<p>Part 4b. 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	Title II, Part A		Title III, Part A		Title III, Immigrant	
	C4E	X	21 st Century Grant	SIG/SIF	PTA Funded		In Kind		Other	

Part 5 – Progress Monitoring

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

Mid-point benchmark

By January 2015, 50% of students in grades 3-5 will demonstrate proficiency in both ELA and Mathematics as measured by tasks and assessments that are aligned with the common core standards.

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

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

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

Part 1 – Needs Assessment

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

Current data, which includes NYS achievement scores, MOSL’s, and school benchmark assessments, indicates the need to make the items listed below priorities for the 2015-2016 school year :

- To increase the number of students who are proficient in ELA;
- To increase the number of students who are proficient in mathematics;
- To increase the fluency level of students with disabilities and English Language Learners;
- To provide all teachers with professional development in the implementation of the common core curriculum; and
- To provide all students with multiple opportunities for achievement and success all areas.

Part 2 – Annual Goal

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

By June 2016, the number of students who are referred for infractions of the disciplinary code of conduct be reduced by 2% as evidenced by the OORS data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A school wide attendance initiative will acknowledge daily, monthly, and semester attendance rates for all</p>	<p>All students</p>	<p>September- June</p>	<p>Administration, Parent Association,</p>

classes and individual students with awards, announcements, and incentives.			ATS secretary
A school wide academic intervention program will provide students with supplementary activities to better develop and reinforce skills and concepts contained in the common core standards. An after school academic program will offer students additional time to learn and master the curriculum.	Identified high needs and at-risk students	October-May	Administration, F-status teachers, After school(ASASNY) staff
A monthly awards program will recognize and acknowledge students for their achievement and success in both academic and social areas	All parents, guardians, stakeholders	September-June	Administration, Parent Coordinator, Parent Engagement Team, Classroom teachers
A comprehensive arts in education program will be conducted to provide all students with multiple opportunities to explore develop their talents.	All students	September-June	Administration, Cluster Teachers, Studio-in-a-School

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>Human resources necessary to achieve this goal include a full time staff developer, F-status teachers, a professional development team, a parent/family engagement team, after school instructors, and an artist in residence.</p> <p>Supplemental instructional resources for the after school program are needed to better develop and reinforce skills and concepts that are a part of the common core curriculum.</p> <p>A schedule of parental/family engagement activities will be created and implemented.</p> <p>A schedule of Awards Assemblies will be established and conducted.</p>										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, OORS data will indicate a 2% decrease in the number of students referred for disciplinary action.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

A review of most current data, which includes NYS achievement scores, School Quality Review, and the School Quality Snapshot, the focus of the school leadership for the 2015-2016 school year is as follows:

1. To monitor the impact and effectiveness of the Dual Language program, feedback and discipline team work that will lead to an increase in the quality of instruction and student achievement. The indicators outlined in the Danielson Framework for Teaching will be utilized to both assess and provide feedback to teachers.
2. To develop the use of school wide assessment practices to determine appropriate and timely next steps for improved student achievement. Current assessments practices indicate the need to better share information about individual student progress and better develop multiple strategies for mastery of skills.

Part 2 – Annual Goal

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

By June 2016, the Dual Language teachers will have established the 60/40 model schools wide and have begun implementing best teaching strategies/practice through their inquiry and study groups. The Dual Language teachers will have also conducted 4 parent workshops that provide strategies that emphasize differentiation of Spanish instruction and are in aligned with the dual language program to help support their children in the home setting.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Creation of a dual language team that will focus on specific areas of instruction and look at student work to better understand how to assess</p>	<p>Dual Language teachers</p>	<p>September-May</p>	<p>Supervisors, Staff Developer</p>
<p>Implementation of systematic school wide assessment practices to better inform next steps in instruction</p>	<p>Dual Language teachers</p>	<p>September-June</p>	<p>Administration, Staff Developer, Team Members</p>
<p>To monitor lesson plans and conduct discipline level meetings to review best practices and how to group students for more effective instruction</p>	<p>Dual Language teachers</p>	<p>September-June</p>	<p>Administration, Staff Developer, Team Members</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human resources necessary to achieve this goal include a staff developer, a professional development team, teacher teams, and all faculty members.</p> <p>Dual Language team will identify and administer benchmark assessments to better identify the needs of the students.</p>											
<p>Part 4b. 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		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By January 31, 2016, the dual language teachers will have moved from a 70/30 model to a 60/40 model and have conducted 2 out of the 4 parent workshops that will allow parents to become more involved with their children's studies in the home setting.

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

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

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

Part 1 – Needs Assessment

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

A review of most current data, which includes NYS achievement scores, School Quality Review, and the School Quality Snapshot, the focus of the school leadership for the 2015-2016 school year is as follows:

1. To monitor the impact and effectiveness of the Dual Language program, feedback and discipline team work that will lead to an increase in the quality of instruction and student achievement. The indicators outlined in the Danielson Framework for Teaching will be utilized to both assess and provide feedback to teachers.
2. To develop the use of school wide assessment practices to determine appropriate and timely next steps for improved student achievement. Current assessments practices indicate the need to better share information about individual student progress and better develop multiple strategies for mastery of skills.

Part 2 – Annual Goal

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

By June 2016, the Dual Language teachers will have established the 60/40 model schools wide and have begun implementing best teaching strategies/practice through their inquiry and study groups. The Dual Language teachers will have also conducted 4 parent workshops that provide strategies that emphasize differentiation of Spanish instruction and are in aligned with the dual language program to help support their children in the home setting.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Creation of a comprehensive professional development plan that targets the needs of the dual language teachers.</p>	<p>Dual Language Teachers</p>	<p>September- June</p>	<p>Administration, Staff Developer, Professional Development Team</p>
<p>Creation of a dual language team that will focus on specific areas of instruction and look at student work to better understand how to assess</p>	<p>Dual Language Teachers</p>	<p>September- May</p>	<p>Supervisors, Staff Developer</p>
<p>Implementation of systematic program wide assessment practices to better inform next steps in dual language instruction</p>	<p>Dual Language Teachers</p>	<p>October- June</p>	<p>Administrators, Staff Developer, Grade Leaders</p>
<p>To monitor lesson plans and conduct dual language meetings to review best practices and how to group students for more effective instruction</p>	<p>Dual Language Teachers</p>	<p>October- June</p>	<p>Administrators, Staff Developer,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human resources necessary to achieve this goal include a full time staff developer, a professional development team, a parent/family engagement team, teacher teams, and all faculty members. Teacher teams will identify and administer benchmark assessments to better identify the needs of students. Dual Language team will identify and administer benchmark assessments to better identify the needs of the students.</p>											
<p>Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 31, 2016, the dual language teachers will have moved from a 70/30 model to a 60/40 model and have conducted 2 out of the 4 parent workshops that will allow parents to become more involved with their children's studies in the home setting.

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

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

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

Part 1 – Needs Assessment

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

The current Elementary School Snapshot indicates that 91% of parents are satisfied with the education their child has received at the school, and that 90% of parents believe that the school offers a wide variety of extracurricular activities and services, percentages that closely mirror both citywide and district averages. With a number of faculty members who are a part of the school community, and a diligent Parent Coordinator, a strong partnerships exists between the school and the parents. There is, however, the need to better engage parents and equip them with the information they need for their children to be successful. Attendance at parent workshops last year averaged 10% of parents invited; attendance increased to more than 75% with activities that included performances by students.

Part 2 – Annual Goal

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

By June 2016, 80% of families will attend at least 2 of 6 school wide parental/family engagement activities as measured by their attendance at workshops, meetings, assemblies, and other extracurricular activities to which they are invited.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A Parental/Family Engagement Plan will be created to provide parents and guardians multiple opportunities for involvement.	All parents	September- June	Administration, Parent Coordinator, Classroom Teachers
A partnership with Wellness in the Schools (WITS) was created to provide community members with opportunities to learn about proper nutrition and fitness	Parents and students	September- June	Administration, WITS personnel
Newsletters will be distributed on a monthly basis to all parents; they will contain individualized information about each students' progress in both ELA and Mathematics	All parents	October- June	Administration, All classroom teachers
The Parent Coordinator and Staff Developer will conduct bi-weekly workshops for parents to keep them informed about school policy, curriculum matters, and how to better work with their children at home	All parents	September- June	Principal, Staff Developer Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources necessary to achieve this goal include a full time staff developer, a parent coordinator, an ATS secretary, a parent/family engagement team, teacher teams, and personnel from Wellness in the Schools. Parents will be provided with supplemental instructional materials at workshops and meetings. A schedule of parental/family engagement activities will be created and implemented.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By January 31, 50% of families will attend at least 2 of 6 school wide parental/family engagement activities.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	4th & 5th Grade: Level 1 on the ELA State Test 3rd Grade: Low 30% on the September ELA Baseline Assessment	Focused Reading Intervention by TCR; Levels 2,3,4 Explicit Instruction; modeling; guided practice; repeated readings; use of graphic organizers & templates; guided writing instruction	Small group (6-8 students) 3 times a week 45 minute period	During the school day
Mathematics	4th & 5th Grade: Level 1 on the Math State Test 3rd Grade: Low 30% on the September Math Baseline Assessment		Small group (6-8 students) 2 times a week 45 minute period	During the school day
Science	4th & 5th Grade: Level 1 on the ELA State Test 3rd Grade: Low 30% on the September ELA Baseline Assessment	Focused Reading Intervention by TCR; Levels 2,3,4 Explicit Instruction; modeling; guided practice; repeated readings; use of graphic organizers & templates; guided writing instruction	Small group (6-8 students) 3 times a week 45 minute period	During the school day
Social Studies	4th & 5th Grade: Level 1 on the ELA State Test 3rd Grade: Low 30% on the September ELA Baseline Assessment	Focused Reading Intervention by TCR; Levels 2,3,4 Explicit Instruction; modeling; guided practice; repeated readings; use of graphic organizers & templates; guided writing instruction	Small group (6-8 students) 3 times a week 45 minute period	During the school day
At-risk services (e.g. provided by the Guidance Counselor,	Students identified for AIS are identified within the weekly IST	Counseling: Pre-referral strategies for a period of six weeks	Counseling : Parent is contacted. At this point counselor can	During the school day

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>meeting which is a multi-disciplinary meeting.</p>	<p>are provided by counselor, teacher writes anecdotes of interventions to counselor. 2) Speech and language: Therapist provides a screening of student after receiving parental consent through short assessment and teacher questionnaire. Provision of findings is reported to teacher and parents. 3) Occupational Therapy: Observation of student in the classroom setting is done by therapist once parental consent is received. 4) Physical Therapy: Pre-referral strategies for a period of six to eight weeks are provided to teacher by therapist. Anecdotes are provided by teacher to physical therapist to determine progress.</p>	<p>determine if an FBA and BIP are needed. Counselor provides therapy at risk in small group or individual. Counselor determines if student needs to be referred for special education evaluation. 2)Speech and language: Referral strategies for a period of six to eight weeks are provided by therapist, teacher provides progress documentation to speech therapist to determine if a full evaluation is needed. 3) Occupational Therapy: Recommendations by provider to teacher as to strategies for a period of six weeks. Teacher will provide documentation of pre-referral strategies. If there is no progress, occupational therapist will refer student for a full evaluation. 4) Physical Therapy: If no progress is noted, physical therapist will refer for a full evaluation.</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
A collaboration exists between both Hunter College and NYU's School of Education for the purpose of Student Teacher Placement and the recruitment of certified teachers. The school encourages and provides opportunities for both internal and external professional development to all faculty members. The Network Support team offers additional support in this area.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
A comprehensive Professional Development plan was created to provide all faculty members with multiple opportunities to extend their professional growth. The principal is a part of both the New Principals focus group and the Dual Language focus group which provides extended learning opportunities to new administrators. The Network provides additional opportunities for the Assistant Principal and resource personnel.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The early childhood staff developer, the parent coordinator, and the Pre-kindergarten family worker collaborate with the pre-kindergarten teachers to assist the parents in the transition process. This includes home visitations, individualized conferences, workshops, and the dissemination of information necessary for parents to make informed choices.

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.

A professional development team was established to assist in the creation of a professional development plan for the school year. Grade leaders and the staff developer are a part of the process in the identification of assessment materials and their use. Monthly meetings are used to look at student work and inform the next steps for instruction in the classroom.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	188,395.00	x	8,11,14,16,19,21
Title II, Part A	Federal	86,996.00	x	8,21
Title III, Part A	Federal	11,200.00	x	8,19,21
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,950,533.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 145, The Bloomingdale Sch</u>	DBN: <u>03M145</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>52</u>
Grades to be served by this program (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
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>2</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: _____ Funding will be used to support 52 ELL/SWDs in Grades K-5 with additional time on task in cognitive academic language learning and development of reading, writing, listening and speaking in the content areas . ELL/SWDS will receive additional reinforcement in linguistic and academic skills through ESL teaching strategies, and webbased tutoring. Five (5)ESL/Bilingual certified teachers will provide the supplemental and direct services for 2 hours on Thursdays and Fridays for 8 weeks (48 Hours) to the 52 ELL students. StarFall and ABCYa are Webbased programs that will be used to engage students in contextualized listening, reading and writing skills development in math and social studies content. The programs provide individualized tracking and reporting of skills and language development. National Geographic Magazines will be use for content based reading, speaking and writing in informational text. Students will be required to develop 2 independent investigatory projects of interest which involve research, use of technology and oral presentation.

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: _____ The Title III five ESL/Bilingual Teachers will engage in an initial 3 hour planning session to review ELL achievement data and IEPs, profile student needs and strengths, develop 4 instuctional units and assessments incorporating linguistic and academic goals in the content area that will engage students in listening, speaking, writing, reading and use of the webbased StarFall and ABCYa for ELLs/SWDs. Teachers will review the National Geographic Materials and plan for ESL scaldfolding strategies that will support the students to understand the content and engage students in diverse responses to the text in their learning logs and projects. Teachers will receive Professional development on Cognitive Academic Language teaching and learning for ELLs that will be facilitated by the Principal and Bilingual Coordinator.

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: _____ Title III will provide ELL parents of ELLs and ELL parents whose children also have disabilities will be provided with 2 Hour training sessions on the use of StarFall and ABCYa web based programs to be used at home or at the library for independent work with students. Additionally

Part D: Parental Engagement Activities

the parents will be provided with guidance on the citywide expectations for meeting the CCLS and its impact on the ELLs/SWD. The Bilingual Coordinator and Parent Coordinator will communicate to bilingual parents through backpacking bilingual notifications calendars, principal letters, and phone calls.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 145
School Name The Bloomingdale 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 Dr. Natalia Russo	Assistant Principal Mrs. Loushonda Mack
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Miguel Marquez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Carlos Salamanca
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	6	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 not currently teaching in the ENL program	1	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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	322	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): English/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
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	50	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	15			16			0	0	0	0
ENL	4	0	6	5	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	2	18	7	10	6	12	8	14	3	14	5	20							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	2	3	1	1								0
Chinese			1											0
Russian														0
Bengali														0
Urdu				1										0
Arabic	1		1			1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1	1											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)	3	1	1	1		1								0
Emerging (Low Intermediate)		5	3			1								0
Transitioning (High Intermediate)	1	5	3		1									0
Expanding (Advanced)	1	1	6	2	3	7								0
Commanding (Proficient)		1	1	1										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				1										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	3	2	1									0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		1		0		0		0
4	4		1		0		0		0
5	6		2		0		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	1		1		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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At P.S. 145 we use Fountas and Pinnell to assess the early literacy skills of all our students, ELLs included. This data helps teachers to determine the student's reading fluency and reading comprehension. This information allows teachers to better plan lessons and activities that will meet students individualized needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
When a new student registers at P.S. 145 and is suspected of being a language learner due to their HLIS and interview in English and HL, they are administered the NYSITELL which helps to determine their language level and best educational setting. The students' performance levels vary dramatically due to their prior educational experiences.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - ELLs tend to score less on tests taken in English as compared to their home language. When given tests in their home language they appear to perform better and are more confident with their responses and provide more details.
 - School leadership and teachers use the ELL periodic assessment to determine a base for where our ELLs are academically in English. The English Language teacher will then use this information to develop lessons and activities that are individually tailored to the needs of the students. Classroom teachers use this information to assist with differentiating their whole class instruction. Along with this, the ESL teacher works with classroom mainstream and DL teachers to assist in scaffolding lessons.
 - Our ELLs come to P.S. 145 with varied educational backgrounds and knowledge of the English language. The HL is used as much as

possible when communicating with parents/caregivers. When possible, the HL is used as a way to transition into the school and lessen the culture shock and possible "Silent Period."

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](#).]

Paste response to question here

6. How do you make sure that a student's new language development is considered in instructional decisions?
Students' new language development is constantly considered during instruction and planning. It is our goal to take the student's individual language needs into consideration and not push them past their Zone of Developmental Proximity. The use of small group instruction, graphic organizers, visuals aids including video and the incorporation of their home language when possible.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Teachers take into consideration the theory that it takes 1-2 years to develop BICS (Basic Interpersonal Communication Skills) and 5-7 years even up to 10 years to acquire CALP (Cognitive Academic Language Proficiency). This information is a constant reminder when evaluating and assessing the success of our ELLs. Various activities that are taken into consideration with ELLs include:
 - Communicating/participating in whole class instruction in the TL - English.
 - Improvement in language level from NYSITELL to NYSESLAT or last year's NYSESLAT to current year.
 - Overall work and portfolio review.
 - Administration reviews AYP to see if we have met our goals.

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.

Steps P.S. 145 uses to identify ELLs:

1. Parent registers student.
2. HL other than English is determined from HLIS.
3. Interview is conducted with parent and then student in English and HL.
4. If determined the child qualifies for NYSITELL, test is administered ASAP.
5. Less than a score of Proficient, student is identified as an ELL. Parent is informed immediately of student's educational language options: Dual Language or Freestanding ESL. This is done ideally in person or via phone. If parent prefers Transitional Bilingual Education (which we do not offer) student will be placed in DL class until arrangements can be made to place in parent's preferred setting at another school if possible.
6. If ELLs HL is Spanish, student will be administered the Spanish LAB-R.

If student is a transfer student from another DOE school, staff at P.S. 145 will review previous school's paperwork/documents. If student has an IEP, student will be placed in least restrictive environment.

For newly identified ELLs, parent is welcomed to challenge the decision of ELL standing with 45 days. Parent is explained of their rights and the process to do so.

The ESL teacher is responsible for administering the intake forms for ELLs and providing all necessary information to parents.

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).
In an effort to identify SIFE students, ESL teacher will provide student and parent/caregiver, SIFE questionnaire and review student's previous school work if available. Was the child educated in home country? Year of school? In what language? Is student literate in HL?
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).

Paste response to question here:

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.
While parents are completing HLIS and being interviewed, they are informed about language learners' educational options. While they are still in the office, they complete the Program Choice/Parent Survey form in the event their child needs services. This allows us to complete as much paperwork as possible while the parent/caregiver is still at the school. Once student completes NYSITELL, based on their score, a parent entitlement/non entitlement letter is produced shortly thereafter. Additional questions/concerns are addressed, should the parent have any.
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).
During the intake process, parents are informed of the identification process and educational options available to language learners. After testing and scores received, parents are informed of student's language level and informed of their right to appeal and what the appeal consist of.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents/caregivers are informed of all three language program choices expressively through the mandated orientation. Specifically, the ESL teacher provides this information in person, face to face, always one on one. This is done immediately after the NYSITELL administration.
 1. Parents are provided explanation of options.
 2. Shown a video on the available services for language learners.
 3. What is the best course of action for student's specific needs while taking into consideration previous educational experiences.
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.
Parent Survey/Program Choice selection forms are completed in school while the parent is still there to ensure completion in a timely manner. Should the parent be unable to complete the form at school, they may take home and return the following school day. If not returned, ESL teacher will followup with phone call and/or speak to parent during dismissal. In the case of a parent not completing the form, the default program will be freestanding ESL.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ESL teacher has a binder of all ESL students' HLIS, Program Choice/Parent Survey, copy of NYSITELL score sheet. The ESL teacher has a checklist to keep track of paperwork received and who is still missing important documents. This allows for an easier time maintaining organization.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents are first given placement notifications from ESL teacher in person during dismissal/pick up. If that is not an option, placement notification forms go home to students as homework, to be returned and signed the following school day. If not returned, the school will phone parents to ensure they received notification and will return ASAP.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ESL documentations are housed with ESL teacher in binder, updated each school year and when new students arrive/move up language levels and/or test out of ESL services.
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.
Updated list of all ELLs is printed. Testing schedule is created by grouping student in testing group bands:
K, 1-2, 3-4, 5-6.
Speaking portion of the exam begins first and is administered by ESL teacher individually. In the event the ELL is a student of the ESL teacher, another teacher will administer the speaking portion with the ESL teacher present. This new teacher will have been trained by the ESL teacher on administering and scoring this portion of the exam.
For the remainder of the NYSESLAT sections, students are group by grade band levels. This continues until all ELLs have completed all sections of the exam. Make up days are included in the schedule for student who are absent during testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continue entitlement/transitional support parent notification letters are distributed during the first week of school. Delivered by ESL teacher in person during dismissal/pick up or given to students directly to take home. If not returned, school will call home to speak with parent. Parents are informed of their child's score on most recent NYSESLAT exam, current language level, and strategies that will be put in placed to move forward during the up coming school year.
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).

Parents of Spanish speakers tend to lean more towards DL classes. Students of other HL sign up for Freestanding ESL because that is what we can offer and the parents often want the child to remain at their community school. We have not had parents of languages other than Spanish, request transitional bilingual education and/or DL. Should enough request TBE, we would provide this option. Nevertheless, even if one parent requests TBE, every effort is made to inquire with other schools in the district that may have that particular language setting option.

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.
Students are grouped by language level and grade band:
 - 1). Entering/Emerging K-2
 - 2). Entering/Emerging 3-5
 - 3). Expanding/Transitioning K-2
 - 4). Expanding/Transitioning 3-5
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
Students are placed in heterogenous groups to balance the language proficiency ratio.
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)?
Students are seen in various language levels. ESL teacher works closely with other classroom schedules including specials - gym, dance, music, art, and related services including OT/PT, Speech, and SETTS.
A). ENL instruction is delivered to students through combination of freestanding ESL instruction (pull out) and push in. While ELA instructional minutes are covered during push in and with ESL teacher works closely with classroom teachers to assist with instruction.
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.
ENL --> Core content is delivered through ESL teacher using ESL strategies to identify language objectives that align with content/learning objectives.
DL --> Language is alternated daily: Mon/Wed/Fri morning - English. Tuesday/Thursday/Fri afternoon - Spanish.
Visuals and used in both programs and teacher uses mulitple intelligences to target all learners.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs whose home language is Spanish and in DL take the ELE Spanish exam at the end of the school year. Throughout the year DL teachers constantly assess students in HL through informal assessments, projects, portfolio reviews.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acqisition (listening, speaking, writing, and reading) by allowing students to have various opportunities to practice the English language in a non threatening, supportive environment. This is ensured by creating content and language objectives that clearly defin these goals, and use assessments that identify students' strong points and weaknesses that teacher can work on/support student.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

Chart	Developing
d.	Long Term
e.	Former ELLs up to two years after exiting ELL status
a)	SIFE - Welcoming student, allowing for culture shock and a period of adjustment. Use previous educational experience to help use as a course of action. Allow student to intergrate into whole class community when ready.
b).	Newcomer - Develop basic phonemic awareness including letter and sound recognition. Encourage to participate in whole classroom instruction as they become more and more confident working in small group instruction.
c).	Developing - Build on basic skills, moving towards developing reading comprehension and writing skills.
d).	Long Term - N/A (Grades K-5)
e).	Former ELLs - 90 minutes of ELA/ENL support along with 2 years of testing modifications.
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 <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.
8.	What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development? The ELLs who have IEPs are provided scaffolded instruction, multiple visuals and other multisensory activities.
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? ESL teacher reads all IEPs of ELL-SWDs and works with classroom teacher and other related services providers to ensure lesson plans and activities fit their individual needs in an effort to not only attain English proficiency but reach their IEP goals.

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 Chart ONAL 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 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <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 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

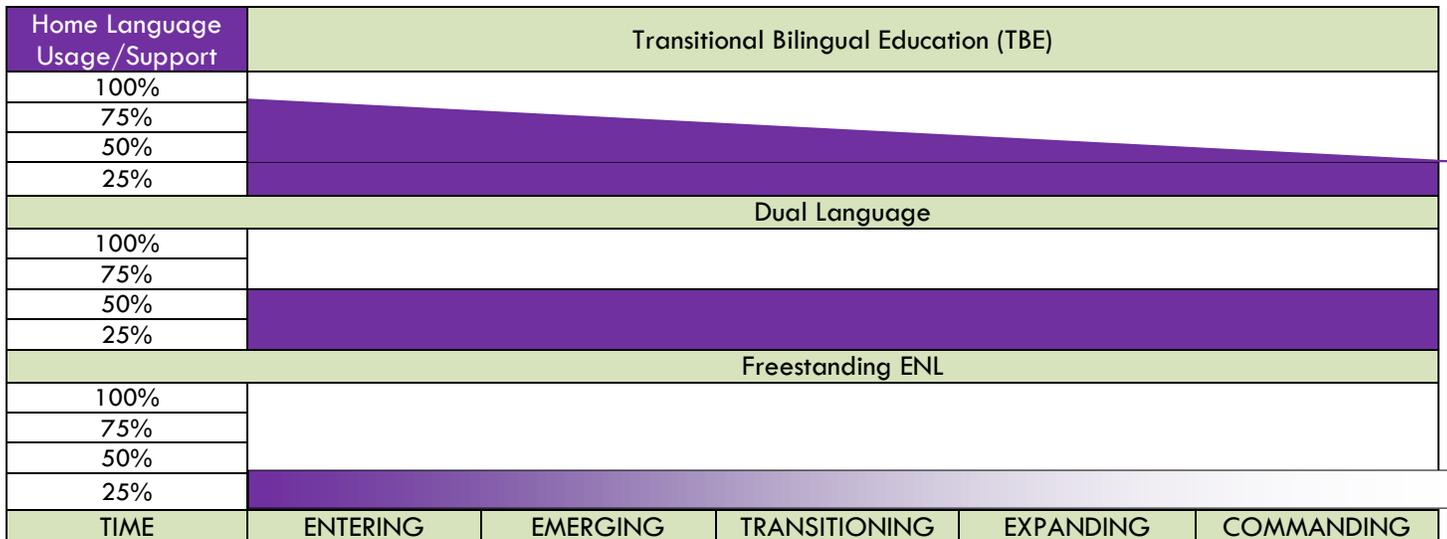


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELLs are selected for a 6 week cycle of AIS which are provided in two distinct areas: ELA and Mathematics. After the cycle is finished, students are assessed and it is determined whether they continue receiving services or if the services are discontinued.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the most recent NYSESLAT 2015 exam, most ELLs moved up one language level while three students reached proficient. Overall, our ELLs have shown improvement on their in house school work as well as state exams.
12. What new programs or improvements will be considered for the upcoming school year?
Both monolingual and bilingual classes have been outfitted with new appropriately leveled libraries.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students including ELLs are afforded equal access to both the local YMCA afterschool program and Afterschool All Stars Program. Both are housed in the P.S. 145/West Prep Campus.
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.
Spanish language libraries, lap tops and iPads.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
TBA - N/A
ENL - English is used for all instruction. Occassionally, if possible, ESL teacher will incorporate HL to break down core content instruction to better assist student's comprehension of topic.
DL - Language instruction differs by days: Monday/Wednesday/Friday mornings - English. Tuesday/Thursday/Friday afternoons - Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
There are bi-monthly check ins with the Instructional Support team to track the progress of students.
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).
Parent Coordinator provides open house and school tours to all parents.
19. What language electives are offered to ELLs?
N/A
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). Self-contained. EPs and ELLs are intergrated all day, each day.
 - b). English and Spanish
 - c). Language is separated by days: Mondays/Wednesdays/Friday mornings - English while Tuesdays/Thursdays/Friday afternoons are in Spanish.
 - d). Both languages are taught at the same time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL teacher attends various ESL related PDs throughout the school year. As well, the ESL teacher provides PDs to all staff throughout the year in an effort to allow all staff to understand how ELLs are identified and what are some strategies that can be used with their ELLs.
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?
The ESL teacher attends monthly PDs for District 3 teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
How to work with parents through the middle school application process. Explaining to parents/caregivers the best options/schools for the specific needs of their child. Identifying to parents/caregivers the immediate difference with elementary to middle school and how that might affect the child.
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.

All teachers attend Monday afternoon professional development sessions. Throughout the school year, ESL teacher attends day long professional development sessions specifically regarding ESL topics. This also applies to bilingual education teachers. Teachers provide attendance to principal and school secretary.

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?
ESL teacher is constant communication with parents. Parents are updated on all exams, programs, ELL outside opportunities including additional tutoring in English.
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.
Parent Log is maintained and updated in school's Google Drive of all parent interactions/meetings throughout the year.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Back to School night - allows parents/caregivers to meet teachers and understand the work that their child will be involved in.
Parent Teacher Tuesday Engagement - weekly opportunity to keep parent/caregiver up to date on what the child is doing, what strategies can also be done in the home. Any outside ELL tutoring/additional practice, ex: local library.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
New York Cares - English conversation partners for both students and parents/family members to help practice their English language skills. The Bloomingdale Library also on occasions provides ESL conversation program opportunities.
5. How do you evaluate the needs of the parents?
Evaluate on an individual's needs. Having the opportunity to communication with parents/families regularly helps to determine/keep track of their needs.
6. How do your parental involvement activities address the needs of the parents?
Promote parents to learn English through Adult ESL classes in the neighborhood. The school constantly provides communication via home language/translator.

D. Additional Information

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

Paste response here:

School Name: 03M145 **School DBN: _**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Natalia Russo	Principal		1/1/01
Mrs. Loushonda Mack	Assistant Principal		1/1/01
Carlos Salamanca	Parent Coordinator		1/1/01
Melanie Diaz	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Miguel Marquez	School Counselor		1/1/01
Ilene Altschul	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01