

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M154

School Name:

P.S. 154 HARRIET TUBMAN

Principal:

ELIZABETH JARRETT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Harriet Tubman Learning Center School Number (DBN): 05M154
Grades Served: Pre-K to 5
School Address: 250 West 127th Street, New York, 10027
Phone Number: 212-864-2400 Fax: 212-864-3933
School Contact Person: Elizabeth Jarrett Email Address: ejarret@schools.nyc.gov
Principal: Elizabeth Jarrett
UFT Chapter Leader: Beverly Dais
Parents' Association President: Brenda Inge
SLT Chairperson: Kenneth Darby
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Shalon Broaddus
Student Representative(s): N/A

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, Room 205, New York, NY 10027
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue 8th Floor New York, New York 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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) |
|--------------------|---|-------------------------|
| Elizabeth Jarrett | *Principal or Designee | |
| Beverly Dais | *UFT Chapter Leader or Designee | |
| Brenda Inge | *PA/PTA President or Designated Co-President | |
| June Nelson | DC 37 Representative (staff), if applicable | |
| Shalon Broaddus | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Kenneth Darby | Member/ UFT | |
| Pretrena Brown | Member/ UFT | |
| Cenita Thigpen | Member/ Parent | |
| Sivaun Price | Member/ Parent | |
| Jonmesia Ellies | Member/ Parent | |
| Georgette Hamilton | Member/ Parent | |

| 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.

CS 154 is a Pre-K to 5 elementary school located in Central Harlem at 127th Street between Adam Clayton Powell Boulevard and Frederick Douglass Boulevard. There are approximately 320 students currently enrolled in our school. Our school population is ethnically diverse, with students from several backgrounds enrolled. The population consists of 62% African American, 32% Hispanic, 4% White and 3% Asian. The student body includes 10% English Language Learners (ELLs) and 20% students with disabilities (SWD). Ninety-eight percent of the students are eligible for free or reduced-priced lunch. We have a small transient population who currently reside in temporary housing.

Our average student attendance rate for the 2014-2015 school year was 92%. For the current school year, we have set an attendance goal of 95%. In order to achieve this, we have launched a year-long attendance initiative which includes support for parents, students and faculty, such as workshops, Kinolved attendance software, and daily/weekly attendance shout-outs. We also have a Success Mentor who will work with our chronically absent students and their families.

Our school's mission is to provide a safe, child-centered environment, focused on educating all students to become literate, critical thinkers and independent learners through excellence in teaching and learning. With strong commitment to academic excellence, we will ensure that our students will be college and career ready as they engage in challenging tasks.

Our community school is collaborative, and we are always in search of resources to provide our students with varied learning experiences to enrich their lives and support our school's theory of action, which involves expanded learning opportunities, physical and mental health supports, family engagement, and early childhood development, all paired with high quality instruction. We were awarded a three-year NYCDOE Attendance Improvement and Drop Out Prevention (AIDP) grant, which was supposed to include a 100% allocation of our fair student funding but it has not yet been allocated in Galaxy. Our partner under AIDP to support this work is Teachers College, REACH. To further support our work around the community schools model, we have partnered with many Community Based Organizations (CBOs) including:

- American Ballet Theater
- Apollo Theater Oral History Program
- Asphalt Green
- Behind the Book
- Broadway Beats
- Earth Friends
- Harlem Children's Zone
- New York Chess Kids
- New York Public Library
- Road Runners Mighty Milers
- Smile Dental Programs
- Target Corporation (for support of family reading nights)
- Teachers College, Columbia University (lead agency under AIDP grant)
- TASC/GED program
- Urban Yoga
- Verizon (for a mentoring program)

Our expanded learning opportunities include a variety of activities for students including chess, yoga, swimming, and arts programs. We partnered with Columbia University's Community Impact program to provide tutoring to students in grades 2-5. Our students benefit from the academic support of the tutors and also see role models from college students to support their own college and career readiness. We also push expanded learning opportunities into the school day such as a partnerships with the Apollo Theater Oral History Program, Behind the Book, and Earth Friends.

For physical and mental health opportunities, each year our school organizes a Health Fair for families and students. Last year we organized dental and vision screenings with follow-up services for students, and will continue again this year. We have initiated the Girls on the Run program to support fitness and self-esteem; yoga is being introduced to students in the early grades--PK & K during the school day and after school to students in the upper elementary grades. Our weekly Zumba class that began last year will continue school-wide with students, staff and families this year. We are expanding our partnership with Success Highways to strengthen mental health supports from our guidance team and social workers. Based on the work we have done as a school community, our school was the recipient of the School Wellness Platinum Award for two consecutive school years (2013-2014 and 2014-2015).

Families participate regularly at a variety of events at our school and have expressed their gratitude for the wide-range of learning experiences and opportunities offered to their children. The results from last year's School Quality Snapshot data indicated that 91% of our parents were satisfied with the academic, social, emotional and physical programs we offer at our school. 92% of the parents felt that our school offered a variety of academic intervention programs, extracurricular activities and other support services which can help our students to prepare for future college and career options. Last year we initiated a GED program for parents to support their own academic development, and will continue this opportunity in 2015-16.

Teachers College works with our staff providing professional development, and last year helped support our teachers to engage in inquiry, expand their repertoire of literacy strategies, and develop teacher leadership capacity to ensure that rigorous instruction takes place in the classroom. Additionally, a DOE Teacher Effectiveness Coach provides support to our teachers to develop their ability to understand the instructional expectations and coherent implementations of strategies. This year, we are expanding our partnership with Teachers College to provide additional support for implementation of the TC Writing Project curriculum. We will also be working with Teaching Matters to provide added literacy coaching for our K-2 teachers.

To prepare our students with 21st century technology skills and engage the diverse learning styles of our students, our school promotes integration of technology in instruction. Each classroom is equipped with SmartBoard capabilities and at least three or more computers available for student use. Mobile laptop stations are moved from classroom to classroom to make technology more accessible to students. We established a partnership with Harlem Commonwealth Council which funds our robotics program entitled "Robofun." Carmel Hill Funds sponsors the Accelerated Reading and Accelerated Math online common core aligned assessments which help students to keep track of their academic progress in reading and mathematics.

Last year, our school made gains by strengthening family and community ties and developing our supportive environment. Through the award of the AIDP grant and our partnership with Teachers College, we have expanded the variety of programs for parents that includes referrals for mental and physical health, GED classes, and school-wide celebrations. We have increased our ability to communicate with parents about student attendance through the use of Kininvolved. Our wide variety of health programs (both physical and mental) have helped to create a supportive environment for our students so that they can maximize their learning.

We are hopeful that these efforts will translate into improved student outcomes this year and we recognize that our outcomes last year need improvement. This year we plan to focus on the Framework element of rigorous instructional practices by expanding our attention to our curriculum and increasing supports for teachers around rigorous engagement. Our item analysis of last year's data indicates the need to prioritize writing instruction due to low student performance on constructed response questions, and we plan to implement the TC Writing Project units this year to target this weakness. We also recognize the need to expand support for teacher pedagogical content knowledge in math and will increase professional development opportunities through Teachers College and District 5 initiatives. We will continue to support the use of data and formative assessments to ensure teachers are monitoring student progress and targeting students for remediation so that there is improvement. Under the Framework element of School Leadership, we will also attempt to strengthen support for teachers by providing more consistent, timely, and actionable feedback following observations and artifact reviews. We hope that these efforts, when combined with our attention to the other elements of our community school model, will translate into stronger student outcomes in the upcoming year.

05M154 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 321 | 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 | 95.4% | % Attendance Rate | | 90.3% |
| % Free Lunch | 95.6% | % Reduced Lunch | | 2.2% |
| % Limited English Proficient | 13.2% | % Students with Disabilities | | 26.0% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | 62.7% |
| % Hispanic or Latino | 33.2% | % Asian or Native Hawaiian/Pacific Islander | | 0.6% |
| % White | 2.5% | % Multi-Racial | | 0.3% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 18.18 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | N/A |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 11.26 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 13.1% | Mathematics Performance at levels 3 & 4 | | 9.6% |
| Science Performance at levels 3 & 4 (4th Grade) | 73.7% | 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 | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | 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.

According to the school’s 2014-15 Quality Review findings around Rigorous Instruction, the school is developing on curriculum and instructional methods; and proficient on use of data/assessments, culture of learning with high expectations, and teacher collaboration and inquiry. Last year’s Annual Professional Performance Review Ratings (APPR) for teachers revealed that 53% of teachers (9 teachers) were rated effective and 47% (8) developing on the overall composite ratings. However, the APPR also indicated that 56% were either ineffective or developing on Designing Coherent Instruction (1E), 65% on Using Questioning and Discussion Techniques (3B), and 46% on Engaging Students in Learning (3C).

The impact of these outcomes are reflected in the 2014-2015 NYSED ELA and math assessment scores for our students. In math, we were only able to achieve a 1% gain in students at levels 3 and 4, and this gain masks a 2% loss for our students with disabilities, which accounts for 20% of our population. The outcomes for ELA reflect a 3% overall loss in the percent of students at levels 3 and 4.

Over the past year, we increased the professional development around the the Danielson component for Designing Coherent Instruction (1E). This work began in the summer of 2014 by the principal, AP and network supports developing Common Core-aligned model unit plans from the ReadyGen and Go Math curricula. During the school year, all teachers participated in PD for the design of coherent learning targets and K-2 teachers participated in a lesson planning clinic series to tune and adjust their daily plans. From the work that was initiated last year, we have observed greater consistency in teachers' sequencing and pacing of units in ReadyGen and Go Math. In an end-of-year teacher survey, teachers indicated that they are aligning lessons and units more frequently to the Common Core Standards or NYC scope and sequence. We also focused on the Danielson component using Assessment in Instruction (3D) by strengthening our periodic assessments and engaging consistently in inquiry . In summer of 2014, our teachers attended the Teachers College REACH summer institute that focused on developing more rigorous Common Core periodic assessments that were then administered and analyzed in November and February to monitor student progress. We also initiated an inquiry clinic series for our K-5 teachers in the Spring of 2015 to strengthen the use of formative assessments around inquiry questions and target students.

This year, we will build on the work that we began last year, particularly around Designing Coherent Instruction (1E) with an emphasis on aligning our Scope and Sequences and Curriculum Maps for ELA (specifically writing) and math to the Common Core Standards and/or NYC scope and sequence. In terms of delivery of instruction, we will focus on Engaging Students in Learning (3C). In math, this will include expanding teacher repertoire of strategies for discussion using the math practices, as well as expanding their approach to differentiation to help students engage in more rigorous and scaffolded formative tasks. In reading, we will focus on the expansion of strategies to introduce, scaffold and differentiate comprehension skills so that all learners can access the material and make progress in their learning. In writing, we will support the use of Writing Project units in order to engage students in more rigorous writing tasks. This focus will help us to continue to address the lingering needs around ensuring that the rigorous expectations of the Common Core Standards are reflected in lesson plan activities, performance tasks, formative & summative

assessments; and that teachers have facility with routinely accessing various forms of student learning data to drive their instructional planning and delivery, especially in terms of using scaffolds to support diverse learners in moving towards independent practice.

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 increasing professional development supports for teachers to more effectively engage students in rigorous, coherent and differentiated classroom instruction, by June 2016 15% of the total number of students tested in grades 3-5 will achieve performance levels of 3 or 4 on both the NYSED ELA and math exams.

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>Select lead teachers to attend the monthly TC REACH PD sessions to strengthening math pedagogical strategies and reading comprehension strategies; turnkey these strategies to their teams.</p> | <p>Grades 2 & 5 Lead Teachers</p> | <p>Oct. 2015- May 2016</p> | <p>Lead teachers and grade level supervisors; REACH Instr. Specialist</p> |
| <p>Select teachers to attend TC Writing Project PD sessions to support implementation of writing lessons that engage students in more rigorous writing tasks, and these teachers will turnkey to colleagues; coordinate additional on-site support through TC graduate students (Milman Fellows).</p> | <p>Selected Teachers</p> | <p>Sept. 2015 – June 2016</p> | <p>Selected teachers; TC Graduate students (Milman Fellows); REACH Instr. Specialist</p> |
| <p>Develop a PD plan that will provide teachers, including ESL teacher, with support for developing & revising curriculum maps and unit plans in reading, writing and math (1E); formulating</p> | <p>Classroom Teachers</p> | <p>Once a week: Sept.</p> | <p>Assistant Principal, Principal, Instructional Coach</p> |

| | | | |
|--|-----------------------|-------------------------|--|
| rigorous math tasks to engage students in discussion with math practices (3C); and supporting differentiated supports in reading (3C)., and includes additional supports from Teaching Matters, District 5 PD, and DOE PD. | | 2015 – June 2016 | |
| Parent Workshops will be scheduled and conducted during parent engagement Tuesdays, as well as monthly, to keep parents informed of student learning, curriculum and testing mandates. | Parents/ Guardians | October 2015 – May 2016 | Parent Coordinator, Comm Sch Director, Assistant Principal, Instructional Coach |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|---|----------------------|
| 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. | | | | | | | | | | | |
| <ul style="list-style-type: none"> Human resources: Teachers selected for REACH, Writing Project, and all additional PD; Instructional Coach; Asst. Principal; Principal; TC Sr. Instr. Specialist; TC Writing Project program facilitators; TC graduate students (Milman Fellows); Teaching Matters facilitators; AUSSIE consultant; other consultants Instructional or Material Resources: Curriculum guides; templates; other books or resources to support expansion of teacher strategies; lesson plans, unit plans Structural supports: Coverage for teachers who will attend the REACH Professional Development; Coverage for teachers who will attend the 3 cycles of Teacher Effectiveness PD; consistent PD time for teachers to plan and implement strategies; meeting space for PD Fiscal: Per session salary for teachers, including ESL teacher, who will be part of curriculum mapping and adjustments; Coverage for teacher(s) who will conduct parent workshops; fiscal support for additional consultants as needed; | | | | | | | | | | | |
| 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 | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <p>↵</p> <ul style="list-style-type: none"> By January 2016, all teachers will have received at least two observations with actionable feedback that includes focus on 1E and 3C. The benchmark will be to achieve 100% of teachers experiencing two observations with clear feedback on 1E and 3C. In January 2016, review aggregated report for the Advance evaluation scores from the first half of the year to track teacher improvements in 1E and 3C in order to refine the professional development supports. Periodic assessments will be administered to grade 3-5 students (using School Net or iReady) in both ELA and math twice during the year (Nov. 30-Dec 11 and Feb. 2-12). Following each assessment period, teachers will analyze scores and an aggregated report will be reviewed by the administrators. For the first assessment, 5% of students should be at or near proficiency levels for the benchmark. For the second assessment, 15% of students should be at or near proficiency levels for the benchmark. |

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.

The most recent NYC School Quality Snapshot shows 91% of parents are satisfied with the education their child has received, and 92% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services. Seventy-three percent of teachers agree that the school places a high priority on quality teaching. With respect to the academic supportive environment, there is a computer lab, library and media center. The nurse’s office is clean and organized with informational posters for students regarding healthy lifestyle choices, and the nurse keeps a well-utilized open-door policy. The gymnasium, cafeteria, auditorium, and outdoor courtyard/play area are shared spaces and each teacher has his/her own classroom space. Consequently, during common planning periods, they can use their classrooms to complete administrative work and/or hold teacher team meetings. There is bulletin board space in classrooms for teachers to hang up posters and student work related to the major subject areas (reading, science, math, writing, social studies). Classrooms in the upper grades have closets for storage of student belongings as well as teacher supplies. In most classrooms, desks are organized into three or more groups and there are carpet areas for large group activities. Most classrooms have SmartBoard capabilities and at least two to three computers available for student use. There are a range of Expanded Learning Opportunities provided through the school's various partnerships with community-based organizations. Programming spans across literacy, STEM, the Arts and health activities. More than 240 students took advantage of the ELO programs, which operate afterschool, on Saturdays (beginning in January) and during the summer.

To strengthen the school's academic supportive environment during 2015-2016, we will work to bring all ELO partners together to increase the coordination and complementary nature of the programming; and increase the use of data to identify and recruit students for ELO programs so that we can increase the supports for students in particular subgroups.

The school continues to embrace the idea that healthy body, mind and spirit is evident in the close relationships between the administration, the school nurse and the guidance counselor as well as the fact that the school has a Wellness Committee that has applied for grants and organizing school-wide activities related to health, including the annual health fair.. In April 2015, 62 children participated in dental screenings and 25 (40%) were referred to a dentist for restorative care; and the school sponsored a health fair and community school kick-off event in April 2015. There were approximately 170 people in attendance and 27 surveys on stakeholders’ experiences and needs were completed. Sixty adult screenings (BMI, hypertension, glucose) and 50 health counseling encounters regarding nutrition/healthy eating, diabetes prevention and health insurance were conducted by Family Health Institute. College of New Rochelle (CNR) nurses recruited by the school’s nurse were trained to conduct hearing screenings. The school implemented PBIS school-wide, which helped them to link behavior to motivation to incentives; and Kinolved, which is an attendance tracking & real-time notification system. Our school, again won an award for their wellness efforts. A full-time Community School Director is now on staff at the school.

Despite these efforts and the fact that there were only five principal suspensions for the year, the School Quality Snapshot reveals that only 75% of teachers feel that order and discipline are maintained at the school. Most of the challenges appear to happen in common spaces (cafeteria, play-yard) which means there is a need to increase our efforts to improve the social-emotional environment during these times. Also, implementation of PBIS has been

inconsistent across teachers and classrooms. This year, our efforts will focus on improving the consistency of PBIS consequences, and supporting positive student interactions across the school..

Additionally, it appears that often the depth of the trauma and mental health issues students are facing is not fully understood by the adults. This year, we will use a research-based social-emotional assessment system, called Success Highways, to determine where students are on their SEL development in order to respond in a more meaningful and timely manner through the use of a tiered intervention system. We will strengthen guidance and social worker supports for the challenges of our students, families and staff (i.e. trauma, oppositional defiance disorders, attention deficit hyperactivity disorders, mild Asberger's/Autism and depression). A focus on these aspects of the environment should positively impact the school's chronic absenteeism rate of 35.4%, which is another significant area of need.

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, we will achieve a 5% reduction in the number of OORS reports and teacher removal requests as compared to last year by providing more targeted mental health supports and a more consistent implementation of PBIS across all areas of school, we'll achieve a 5%.reduction in OORS reports.

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>Strengthen PBIS implementation by: holding monthly Town Hall meetings to celebrate students' positive behavior, nominating model students for Student of the Month, monitoring the issuing of positive rewards through sticker cards for the Galaxy store, and helping students develop community projects to reflect the monthly character traits.</p> | <p>K-5 Students</p> | <p>October 2015 - June 2016</p> | <p>Guidance Counselor, Classroom Teachers, Comm Sch Director,</p> |
| <p>Develop, implement and monitor consistent expectations and support for common spaces by hiring a Recess Enhancement</p> | <p>Students</p> | <p>October 2015 – June 2016</p> | <p>Recess Enhancement Coach, School Aides, Teachers, Staff</p> |

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| Coach and teaching students more positive conflict management techniques. | | | |
| Conduct a mental health assessment (such as Success Highways), develop a system of referrals to provide students with tiered support from guidance or social workers, and monitor case loads. | Students | October 2015 – June 2016 | Guidance counselor, Social worker, Comm Sch Director |
| Parent workshops will be scheduled to discuss: a) the monthly character traits and how these traits can be observed in their home to show continuity of character building among our students; and b) the importance of student attendance for academic success. | Parents, students | October 2015 – June 2016 | Comm. Sch. Director; Parent Coordinator; REACH FSE Coordinator; Americorp Fellow; Comm. Asst. |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| 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. | | | | | | | | | | | |
| <ul style="list-style-type: none"> Human Resources: Classroom teachers; Administration; Guidance Counselor; Social Worker; Community School Director; REACH Family Support and Engagement Coordinator; Parent Coordinator; Recess Enhancement Coach; School Aides Americorp Fellow, Community Assistant Instructional or Material Resources: PBIS charts; rewards & certificates for monthly Town Hall and Student of the Month; sticker charts and rewards in Galaxy store; handouts and materials for parent workshops; project materials for students creating projects Structural: time and schedule for Town Hall meetings; time and meeting space for parent workshops; office for social worker Fiscal: money for supplies; hiring of social worker & Recess Enhancement Coach | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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|---|--|--|--|--|--|--|--|--|--|--|
| 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. | | | | | | | | | | |
| <ul style="list-style-type: none"> On a monthly basis, the School Safety Team (SST) will meet to review reports on OORS and teacher removal requests. In January 2016, the benchmark will be to have 2.5% fewer referrals than there were in June 2015. In January 2016, the SST will review an aggregated report of the number of cards (Galaxy store) turned in per teacher to determine how frequently teachers are implementing PBIS. The benchmark will be to have at least 90% of the students exchanging at least one card each. The Guidance Counselor and Social Worker will meet on a monthly basis to track progress of students in counseling intervention settings and to respond with intervention adjustments as needed. The benchmark will be to achieve a 2% reduction in their negative behaviors and 5% increase in their attendance. On a monthly basis, the Attendance Team will review Kinolved reports to identify chronically absent students and to monitor the overall attendance rate for the school, as part of its "Beat the City" campaign. In January 2016, the benchmark will be to have at least 92% student attendance overall. | | | | | | | | | | |
| 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.

According to the 2014-2015 Quality Review, collaborative work amongst teachers yielded a rating of proficient. Over the past year, the school has worked to develop a new vision and culture focused on collaboration using the Elmore strategies shared at a PD for school leaders; and there has been greater collaboration and more shared understandings of instructional expectations. According to an end-of-year teacher survey, teachers felt they were often able to prepare for their meetings; were clear about the next steps; and suggested a majority of their team time was spent on instructional talk.

While there has been improvement in the attitudes and practices related to collaboration, there are ongoing concerns about the focus and the consistency of the collaboration. Another finding from the end-of-year survey revealed that teachers only considered meetings productive 76% of the time; they used protocols during their meetings about 76% of the time; meetings to look at student work occurred at about the same frequency as they met to plan administrative items (field trips, homework sheets); the least frequent ways they used their time were to look at instruction, lessons or units and to discuss or review long-term curriculum goals; and a major challenge to turnkeying PD learning is a lack of formal time and space in which to relay information to colleagues. Survey results also revealed that some teachers do not want to share information or that they know everything being shared.

Efforts to improve the school's practices around collaborative teachers will focus on helping teachers to better use their common preps and professional development time to engage with each other around the key instructional foci (designing coherent instruction and data-driven inquiry) for the year.

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, 100% of teachers will engage in collaborative team meetings focused on developing curriculum units and analyzing assessments to inform lessons as measured by sign-in sheets and agendas from teacher-team meetings, completed units and student groups based on 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). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Teacher Meetings will provide opportunities for teachers to meet in their grade bands and vertical grade teams to analyze and discuss student work to plan strategies for instruction vertically across the grades and school</p> | <p>Teachers</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, Grade leaders</p> |
| <p>Weekly Grade Level Common Planning Meetings will allow teachers to review lessons, look at student work, and plan strategies to target age-appropriate skills on the grade level.</p> | <p>Teachers</p> | <p>September 2015 – June 2016</p> | <p>Grade level Supervisor</p> |
| <p>Monthly Data Team meetings will be scheduled to monitor school-wide data trends. Analysis of data aggregated by student, class, and skill will be analyzed and inform the PD calendar so that teachers have appropriate supports to target school-wide areas of need.</p> | <p>Selected Teachers</p> | <p>September 2015 – May 2016</p> | <p>Assistant Principal, Instructional Coach, Principal, Data Team members</p> |
| <p>The PD plan will include scheduled CPT or PD time for teachers attending external PD (e.g., REACH PD, TC Writing Project, Teaching Matters, District 5 PD) to turnkey strategies they are learning so that teachers are moving PD from theory into practice.</p> | <p>Teachers</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, Instructional Coach, Teachers attending external PD trainings</p> |

Part 4 – Budget and Resource Alignment

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|---|------------------------|----------|---------------------------|--------------------------|--------------------------------|---------------------------------|------------------------------------|--|--|--|
| <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> | | | | | | | | | | |
| <ul style="list-style-type: none"> • Human Resources: teachers attending external PD; team leaders; administrators; all members of teacher teams • Instructional/Material: curriculum guides; unit plans, lesson plans, student work samples; student data; handouts, books, or other materials from the PD sessions to give to the other teachers • Structural: coverages for teachers attending external PD sessions; time and space for teacher meetings; access and possibly additional support from PD providers to help teachers turnkey • Fiscal: Per session salary for members of the Data Team; Per session for additional planning teachers do to prepare for turnkey sessions | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | <p>X</p> | <p>Title I SWP</p> | <p>Title I TA</p> | <p>Title II, Part A</p> | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> | | | |

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|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|---|-------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|---|-------|

Part 5 – Progress Monitoring

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

- By January 2016, teacher teams will increase their "instructional talk". Evidence of this will come from the agendas and summary notes from team meetings. The benchmark will be to achieve at least 50% of meetings through January will reflect agendas that include with more instructional talk versus kid talk items.
- In January 2016, the administrative team will review an aggregated report of teacher attendance at the meetings. The benchmark will be to achieve at least 95% attendance at meetings through January.

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.

Based on the 2014-2015 Quality Review, school leaders consistently communicated high expectations to the teachers as aligned to the attributes of the Danielson rubric, and this was an area of celebration for the school. In addition, the Quality Review indicated that teachers were engaged in high levels of collaboration, suggesting the school leadership has set a tone that requires teachers to engage in instructional work.

In an effort to establish consistency, the administrative team develops and disseminates a School Handbook to all staff at the beginning of each year that outlines the academic and administrative expectations. The administration provides teachers with the structures and materials, including time and meeting space, to engage in collaborative meetings. To foster professional growth, the administrative team developed a professional development plan that provided teachers with multiple opportunities both in-house and externally to increase their pedagogy.

In the past year, the school increased efforts to use data to drive instruction and teacher development. In recognizing that inquiry practices were inconsistent, the administration arranged for inquiry clinics to take place during professional development time. Teachers were also asked to engage in data talks with the administration to help focus their work and target students in need of improvement. Through these data talks, the administration was able to identify additional areas of professional growth for the teachers and provide targeted trainings, either for whole staff or through individual coaching supports.

An additional aspect of leadership at the school requires the ability to coordinate and manage the multiple facets of a community school model. The administration team provides fiscal and supervisory support to several school-based committees or staff (e.g., the wellness committee, the attendance team, the parent coordinator, School Implementation Team, Professional Development Team, M.OSL) in order to support the multiple initiatives that are central to the school’s theory of action. In June 2015, the administrative team invited staff members that work across various domains (teachers, AIDP director, librarian) to the school’s REACH retreat in order to engage in a critical reflection of the systems and structures that were working or that need improvement in order to ensure all of these areas work coherently.

Upon reflection of student outcomes and teacher performance from 2015, we recognize the need as school leaders to revisit the feedback that we provide to teachers on their instructional practices. A review of the Advance data indicates a lack of alignment between administrators on what effective practice entails within each indicator of the Danielson Framework, resulting in inconsistent messaging to teachers about acceptable instructional practices. As an administrative team, there is a need to ensure consistency in the type, amount, and quality of feedback provided to teachers following observations or artifact reviews so that all teachers receive a variety of strategies that are specific to their needs. Based on teacher feedback, there is a desire for more job-embedded professional development, and the administrative team will need to provide more resources and training to support teachers.

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.

Through actionable and consistent feedback to teachers as well as increased job-embedded PD supports, by June 2016, 80% of teachers who scored developing or ineffective last year on Danielson component for Designing Coherent Instruction (1E), Using Assessment in Instruction (3D), Using Questioning and Discussion (3B), and Engaging Students in learning (3C) will improve by 1 level over their final scores from last year in each indicator as evidenced by Advance data..

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 parent leadership and engagement as a key lever for school improvement. | 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? |
|--|--|---|--|
| Coordinate on-site professional development will be provided by the DOE Talent Development Coach and Teaching Matters focusing on the instructional priorities identified to improve teacher practice. | Selected Teachers | October 2015 – June 2016 | Principal, Assistant Principal, Teaching Matters, DOE Talent Development Coach |
| Through formal and Informal observation, administrators will review their feedback to teachers and norm their ratings to the Danielson Rubric when providing feedback to improve teaching practice. | Teachers | September 2015 – May 2016 | Principal, Assistant Principal |
| The Professional Development Team will create, monitor, and adjust a professional development plan which will align the topics to the Danielson Rubric and based on the identified needs of teachers. | Teachers | September 2015 – May 2016 | Professional Development Team, Principal, Assistant Principal. |
| An Instructional Coach has been hired for the upcoming school to provide ongoing job-embedded professional development to classroom teachers. | Instructional Coach | September 2015 | Principal, Assistant Principal, Professional Development Team |

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 Resource: Administration, Instructional Coach, Talent Coach, PD Team
- Instructional/Materials: PD calendar; books, guides, or other resources to support PD implementation; training materials on giving feedback to teachers
- Structural: schedules for job-embedded supports; time to review feedback to teachers; coverage for teachers attending PD; coverage for AP attending DOE training on Advance and Teaching Matters
- Fiscal: Hire instructional coach; hire Talent Coach; per session for PD team to meet; Hire Teaching Matters facilitators

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

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

Part 5 – Progress Monitoring

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

- Designing January 2016, teacher scores on all Danielson indicators will be reviewed to refine PD supports. An artifact review of feedback and comments to teachers following observations also will be conducted. The benchmark will be to have at least 80% of teachers who had been developing or ineffective improve by at least .5 points on Danielson Components for Designing Coherent Instruction (1E), Using of Assessment in Instruction (3D), Using Questioning and Discussion Techniques (3B), and Engaging Students in learning (3C).
- In January 2016, the PD Team and Administrative Team will review the PD calendar and plan job-embedded and external opportunities for the spring based on teacher performance data in advance. The benchmark will be to have 95% of all teacher meetings through June 2016 align to the refined PD supports/initiatives.

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.

More than 90% of parents are satisfied with their children's education as well as the overall offerings of the school according to the most recent School Quality Snapshot. This likely is attributable to the fact that the school has had more than 60 events to engage parents, including: Reading Nights (the school's most popular events with more than 30 participants at each session), annual health fair with more than 150 participants, 12-week long TASC program, Family Fridays, and a range of other activities. The Parent Association actively participates in, organizes or helps facilitate family-oriented programming related to the school and there is a growing network of various stakeholders, school and community-based, to support the school's family engagement work (e.g. school's librarian and attendance counselors, NY Foundling, Family Health Institute -- see the school's list of external partners in CEP Overview). With the addition of the Community School Director and a Family Worker, the school has been able to increase the time and efforts dedicated to family engagement.

This year, we will continue to build on the school's well-established foundation for Strong Family-Community Ties. There are several areas of focus: increase the alignment of events and activities under a comprehensive plan; enhance the planning and outreach for events, particularly through the use of formal and informal parent leaders (last year, several TASC participants began to emerge as potential informal parent leaders as they supported each other through the course); and refined programming so that it is more responsive to needs expressed during a focus group that was conducted with parents in Spring 2015. At that time, parents expressed interests in learning how they can support academic growth of their child at home and health & wellness opportunities.

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, by implementing a more coherent and targeted plan for parent engagement by we will have a 20% increase in parent attendance across all events as compared to attendance at events last 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Design, update and disseminate a long-term and monthly calendar for parents that will inform them of school-wide events: Parent -Teacher conferences; Book Fair; Family Reading night; attendance workshops; SEL workshops and other opportunities to engage in school activities.</p> | <p>Parents, PA members</p> | <p>September 2015 – June 2016</p> | <p>Parent Coordinator, Comm Sch Director, REACH FSE Coordinator, Parent Association</p> |
| <p>Design and deliver monthly parent workshops to inform parents about academics (instructional expectations, curriculum updates, state testing), social-emotional supports, and/or wellness initiatives; monitor attendance (recorded in iLogs on ATS) and satisfaction at these events.</p> | <p>Parents</p> | <p>October 2015 – May 2016</p> | <p>Principal, Assistant Principal, Parent Coordinator, Comm Sch Director</p> |
| <p>Schedule GED program for parents; recruit parents; monitor attendance and satisfaction with the program.</p> | <p>Parents</p> | <p>November 2015 – June 2016</p> | <p>Comm Sch Director; REACH FSE Coordinator</p> |
| <p>Monitor success of advertising methods for parent engagement events (e.g., school messenger system, Kininvolved, social media) to determine the most effective approach; maintain an updated contact list of parents for the various methods of communication.</p> | <p>Parents, PA members</p> | <p>September 2015 – June 2016</p> | <p>Parent Coordinator, Comm Sch Director, Administrators, Comm Asst, Parent Association</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> |
| <ul style="list-style-type: none"> • Human: Parent Coordinator, Community School Director, REACH FSE Coordinator, Parent Association, Community Assistant, Administrators • Instructional/material: Handouts and materials for parent workshops on academics; books for Family Reading Nights; resources for parents around Common Core and testing; GED materials; flyers, social media, Kininvolved system; food - breakfast or snacks; workshops for parent coordinator |

- Structural: Space for GED classes; space for parent workshop meetings; time and schedule for the workshops
- Fiscal: Kinshoved contract; cost of materials for workshops & reading nights; cost of GED classes; cost of food

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

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

Part 5 – Progress Monitoring

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

- The parent coordinator will track attendance at events using iLog in ATS. Monthly, the parent coordinator will report to the principal on the attendance at all events. In January 2016, the benchmark will be to have at least a 10% increase in events as compared to last year.
- At each event, the parent coordinator and community school director will collect satisfaction surveys from parents. In January 2016, an aggregated report of parent satisfaction will reflect a benchmark of at least 90% of participants satisfied or highly satisfied with the events.

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) | Level 1 on state assessments and benchmark assessments | Interactive Writing, Guided Reading, Shared Reading, multi-sensory approach to teaching reading (Max Scholar – Web-based reading) Wilson, Foundations, Great Leaps, Reading Rescue Achieve 3000 – comprehension skills and build up reading stamina | One-to-one tutoring Small group instruction, one on one, Tutoring | During the school day, After-school program |
| Mathematics | Level 1 performance on state and/or benchmark assessments | Web-based Math program- Grades K-5 to improve math fluency | Independent work | 5 days a week: 30 minutes per session |
| Science | Content and chapter tests Targeted intervention in small groups | Integrated into reading work | small group | During the school day |
| Social Studies | Content and unit assessments Targeted intervention in small groups | Integrated into reading work | small group | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At-risk counseling is offered to students who need additional support as referred by pupil personnel team. | Counseling, peer play groups, socialization groups, Yoga | Individual and small group | Support services are provided during the school day: daily Yoga is provided once weekly, after school. |

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.

All efforts are made to hire teachers who are certified and licensed appropriately for their assignments to ensure that all teaching staff are Highly Qualified. Candidates are recruited from colleges and universities. Currently all teachers are assigned to classes based on their licensing area and grade preference within license and have been identified as Highly Qualified.

In order to recruit and retain Highly Qualified teachers, we establish partnerships with colleges and attend DOE sponsored job fairs.

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).

- Monday professional development sessions are scheduled as provided by administration, Teachers College and DOE.
- Teacher Development Coach, provides professional development to selected teachers under 3 cycle series. One cycle has 3 to 4 double period sessions focusing of Danielson's Coherent Instruction and Use of Assessments in Learning.
- Formal and Informal observation feedback with the use of the Danielson rubric to improve pedagogical practices
- Grade level meetings to discuss curriculum, student data, student work and next steps to align instruction to CCSS.
- Teacher Teams to engage in inquiry process.

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.).

During the first two days of school parents attend classes with their children for shortened sessions where they are introduced to the curriculum and the year long program that is being implemented. During the course of the school year, parents are invited into classrooms to participate in learning tasks with their children, so that they have an opportunity for hands-on learning with the students.

Vertical alignment of curriculum maps to set expectations per grade level.

Early intervention services are provided as needed

Parent workshop to inform parents of grade level expectations

Open House for parents to visit classrooms and learn along with children

Parents are invited to participate in field trips and other enrichment activities with the students.

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.

There is a professional development committee that convenes twice monthly to review and discuss professional development activities for staff. Grade leaders also suggest and/or request to attend external professional development sessions based on instructional needs and interest. During common planning time, teachers have the opportunities to review student work and trends to determine the supports needed for the supervisors or coach.

There are lead teachers who participate in external literacy (Teaching Matters) and math institute during the year, who then turnkey with their colleagues. A professional development plan is developed for the first term of the year offering sessions that support the curriculum mandates, teacher practice and student achievement.

Collaborative Tuesday Teacher Team Meetings, MOSL – Analyze student data to inform instructional planning and make adjustments to curriculum maps.

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 | 201,693.00 | X | pg.15, 21, 24, 28 |
| Title II, Part A | Federal | 72,534.00 | X | pg 14 |
| Title III, Part A | Federal | 11,200.00 | X | pg. 15 |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,935,990.00 | 1,935,340.00 | pg. 15, 18 24, 28 |

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Harriet Tubman**, 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. **Harriet Tubman** 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)

Harriet Tubman, 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>Harriet Tubman Learning Center</u> | DBN: <u>05M154</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>25</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>1</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: Based on NYSESLAT 2014 data, our ELLs continue to make gains on the listening and speaking modalities, however they still struggle in reading and writing. To support reading and writing Common Core Standards, we will have an after school program that will enhance literacy through the content areas in Kindergarten and grades 1 and 2. These are the grades with the greatest concentration of our ELL population. The program will serve 9 Beginning students, 9 Intermediate, and 7 Advanced ELLs starting November 19, 2014 and ending May 28, 2015. There will be 45 instructional sessions. The instructional hours will be from 2:20- 5:20 PM, Tuesdays and Wednesdays. Instruction will be imparted in English by two teachers: one ESL certified teacher and one Common Branch teacher. Students who will participate in the after school program will be divided into two groups: Beginning- Intermediate and Advanced ELLs. Each group will work for an hour with the ESL teacher while the other group works with the Common Branch teacher. The two teachers will switch groups to ensure that each group receive language development from a certified ESL teacher. Instruction will target reading informational texts and writing in different genres (i.e., opinion, informational, narrative). These literacy skills will be taught through subject areas such as social studies and science. Differentiated strategies will be used to target those students who are Advanced ELLs so they can achieve English Proficiency. Student progress reports, along with formative assessments, frequent observations and conferences will be used to monitor students' academic progress. Instruction will focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing through the use of the "On Our Way to English" Program by Houghton Mifflin.

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 ESL teacher and CB teacher will participate in Professional Development and training sessions offered by Houghton Mifflin Harcourt in order to develop a curriculum for the after school program. The first session will be offered on December 8, 2014 and will be an introduction to the "Our Way to English Program." The second session will target lesson planning of Oral Language Development Activities, and will be offered on December 15, 2014. The third session will be
offered on January 12, 2015 and will focus on Reading and Writing Development through Science and Social Studies instruction. These sessions will take place on Mondays from 2:20- 3:40 PM. Monthly sessions of Professional Development will be provided by Judy Zaragoza, ELL specialist from CFN 406 on the following dates: December 10, 2014; January 7, February 11, March 11, and June 4, 2015 with topics and times to be announced. Additionally, teachers will attend a 3 day institute offered by the Office of ELLs "Developing English Language Learners' Mathematical Reasoning in the Early

Part C: Professional Development

Grades." These sessions will be offered on December 9, 2014; February 25, and March 26, 2015. Ednergize LLC will offer a workshop on November 17 "Using Interactive Tools to Support ELLs." On November 10, 2014 Aussie Literacy consultant Grace Chu will offer professional development on Designing Instruction to Integrate All Learners.

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: We are engaging ELL parents in bimonthly sessions after school sessions of approximately one hour, providing them with strategies to support their children academically at home. These workshops are facilitated by the ESL teacher in collaboration with the cluster teachers. On October 7, 2014 we shared art activities with parents to develop literacy and math skills in their children. Forthcoming after school sessions will include using Science-inquiry to Develop Language, Learning through Movement, and Using Technology to Support Language Learning. During the month of February 2015, we will collaborate with the Community Works Program to have parents participate in other art sessions. All parents are encouraged to attend Family Reading Nights, hosted by the school librarian on different dates throughout the school year. Zumba sessions take place in the school auditorium every Friday morning for approximately 20 minutes. In addition, parents are invited to accompany their children on school trips. Parents are informed and encouraged to participate in school-wide activities via flyers and calendars. All flyers, invitation letters, and written documents are submitted to the Translation and Interpretation Unit and sent home with students in the family's home language. Parents are also notified by phone via an automated system which is also available in languages other than English. During the parent workshops, the ELL teacher interprets the information being presented in Spanish, and parents who need intereptions in Arabic are paired with other parents who also speak Arabic and are proficient in English.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|---|--------------------------|--------------------------|
| District 05 | Borough Manhattan | School Number 154 |
| School Name Harriet Tubman Learning Center | | |

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 Elizabeth Jarrett | Assistant Principal Raymond De Jesus |
| Coach Gina Hutchinson | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Wendy Mejia |
| Teacher/Subject Area Vestina Benjamin | Parent Brenda Inge |
| Teacher/Subject Area Tonato Perez | Parent Coordinator Monique Kennedy |
| Related-Service Provider Wendy Mejia | Borough Field Support Center Staff Member type here |
| Superintendent Gale Reeves | Other (Name and Title) Karoline Alexander, Community |

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 316 | Total number of ELLs | 47 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|---|
| All ELLs | 47 | Newcomers (ELLs receiving service 0-3 years) | 45 | ELL Students with Disabilities | 6 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 2 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 45 | 0 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 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 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

| | |
|---|---|
| Number of students (students fluent in both languages): _____ | 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 | 5 | 7 | 12 | 1 | 2 | 2 | | | | | | | | 0 |
| Chinese | 0 | 1 | 1 | 0 | 0 | 0 | | | | | | | | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Arabic | 3 | 4 | 3 | 0 | 0 | 1 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 1 | 2 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 0 | 0 | 0 | 2 | 0 | 0 | | | | | | | | 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) | 4 | 2 | 5 | 1 | 0 | 0 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 1 | 3 | 5 | 0 | 0 | 0 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 2 | 4 | 4 | 0 | 1 | 0 | | | | | | | | 0 |
| Expanding (Advanced) | 2 | 5 | 2 | 2 | 1 | 3 | | | | | | | | 0 |
| Commanding (Proficient) | 3 | 2 | 1 | 2 | 1 | 0 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 2 | 1 | 0 | 0 | 0 |
| 4 | 2 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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.
 Our school uses data from TCRWP Running Records, AR Early STAR, and the MOSL ELA Performance Tasks to assess the early literacy skills of our ELLs. The purpose of these tools is to assess key literacy and numeracy skills in our students. Test scores are used to monitor academic progress, or lack of; create instructional groups, identify gaps, and differentiate instruction.
 As we try different strategies to support our ELLs, we evaluate students' strengths and weaknesses; modify lessons, instructional strategies, and teaching materials to best suit our students' academic needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT data show the ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are at the Entering and Emerging levels are mainly newcomers and in grades 1 and 2. The largest ELL population in our building is currently in grade 2. The data patterns reveal that most of our 3, 4, 5 ELLs are proficient in listening and speaking, however it is the reading and writing modalities which impede them to score Commanding on the NYSESLAT test. After looking at the modality analysis for NYSESLAT, it was evident that the reading and writing scores caused most students to remain at the Expanding level. NYSESLAT 2015 data revealed that ELLs in grades K-2 struggle the most on the Speaking and Writing subtests, while grades 3, 4, and 5 students had lower scores on their Reading and Writing subtests.
 Newcomer ELLs tend to obtain lower scores in Speaking and Writing, while Developing ELLs with 4-5 years of service tend to struggle in their reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 For the 2014-15 school year, there is no available data of students who made progress in English language Acquisition (AMAO 1,) due to updates on the 2015 NYSESLAT test. Six students however, attained Proficiency in NYSESLAT, which accounts for 14.63% of our ELL population. Our school did not meet the target of 15% projected for the school year, because of a difference of 0.37%.
 The AMAO tool allows all teachers of ELLs to know which students were 2-3 questions away to move to the next proficiency level in NYSESLAT and will be targeted for the 2015-16 school year. Teachers will implement intervention strategies and provide quality instruction so students continue to advance in their English Language Acquisition and attain proficiency in all content areas. Teachers

of grades 4 and 5 ELLs will additionally look at which students are at risk of becoming Long Term ELLs due to their scores on state ELA and Math exams.

Other staff such as the attendance teacher, guidance counselor, and social worker will be involved in communicating with students who had attendance below 90% and are at risk of having academic struggles due to absences. Student attendance will continue to be monitored throughout the entire 2015-16 school year to ensure our students are in school ready to receive consistent quality education.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. After looking at the different proficiency levels across the grades, 80% of our K-2 students are at the Beginning or Intermediate levels, while 20% are at the Advanced level. 29% of our grades 3-5 students are at the Beginning or Intermediate level, while 71% are Advanced ELLs.
 - b. Periodic Assessment data are used to assess students' strengths and weaknesses in three language modalities: listening, reading, and writing mechanics. An initial Fall administration helps us diagnose the students' proficiency levels and plan instruction based on students' needs, while the second administration of the assessment, which occurs in the Spring helps us identify progress and measure gains
 - c. We do not have any students taking state exams in their native language, however in previous years we had students who were literate in their native language and took the Mathematics and Social Studies State Exams in a Spanish translated version. We have also provided oral interpreters for Arabic speaking students taking the Mathematics Exam and have encouraged the usage of glossaries and dictionaries. Our current ELLs are English dominant speakers and not literate in their native language, therefore all state exams are administered in their English version.
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.*]
We guide instruction for ELLs within the RTI framework by utilizing data from different sources such as: School Net Benchmark Assessments; assessments from TCRWP, and assessments embedded in the Core Curriculum. These data determines whether students are at risk for not meeting standards in a given academic subject. Once students are identified they are grouped in one of the three tiers (Tiered Model For Instruction and Support) based on the content in which they struggle. Student performance is monitored to identify which students are making progress and make changes to instruction and intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Student second language development includes scaffolded instruction in which teachers support students through modeling, questioning, utilizing visual aids, among others. Students receive all instruction in English including academic content area instruction using ESL methodology and strategies. Scaffolding may be gradually subtracted as students gain proficiency in the English language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELL Program by monitoring data to ensure that students make gains in terms of scores, move up English proficiency levels and meet grade standards in all subject areas. Useful tools such as the AMAO allows us to see progress and lack of in terms of NYSESLAT data. We also have success stories based on formative assessments such as: students moving up reading levels, students being more willing to speak and be actively engaged in tasks done in the classroom, among others.

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.
Parents fill out a Home Language Identification Survey (HLIS) provided by a trained pedagogue during the registration process of their child in our school. Translated versions are available for parents in their preferred language. We provide native language

support, providing interpreters for low incidence languages (i.e., Wolof and other African dialects.) Bilingual pedagogues are able to assist Spanish speaking parents if needed. A student is considered to have a home language other than English if one question on the HLIS Part I indicates that the student speaks a language other than English, and two questions in Part II of the HLIS indicates that the student speaks a language other than English. In this case, the ENL teacher interviews the parent/guardian and the student. If the student shows English fluency that approximates to that of a native speaker and is able to provide an answer that makes sense in context and is age appropriate, the NYSITELL is not administered. On the other hand, if a student is eligible for NYSITELL and Spanish LAB when applicable, the assessment is administered within the first ten days of the student's enrollment in the school.

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

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate student's prior schooling. For our grades 3, 4, and 5 newly admitted ELLs, if there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the ELL teacher in collaboration with the school guidance counselor interview the parent and child using the SIFE oral Questionnaire. The second step in identifying a SIFE student is to administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status is then entered on the BNDC screen on ATS within 30 days of enrollment.

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).

The Language Proficiency Team (LPT) determines whether a newly enrolled student with an IEP should take the NYSITELL. The LPT is comprised of: a certified teacher with TESOL certification, the school principal functioning as Director of Special Education and school administrator, a related service provider, the student's parent or guardian, and a qualified interpreter of the language of the parent or guardian if needed. The LPT will consider evidence of the student's English language development, the student's history of language use in the school and home or community, the results of assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

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

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination, the ENL teacher informs parents of their child's NYSITELL scores and ELL status using the standard parent notification letters in the parents' preferred language. Non-entitlement letters are sent in the mail; meanwhile, entitlement letters are handed to the parent/guardian in person during the Parent Orientation at the beginning of the school year. If a student is tested after the Parent Orientation, at any time during the school year and determined an ELL, the ENL teacher meets one-on-one with the parent/guardian to provide information about the NYC School ELL programs and distribute entitlement letters in their preferred language.

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 initial interview with parents, the ENL teacher ensures parents understand their child is eligible for NYSITELL and that they agree and consent to their child being tested. After administration of the test, the parent is immediately notified in their preferred language about their child's ELL status via standard parent notification letters. Then parents are invited to a Parent Orientation to select an ELL Program and/or appeal the child's ELL status if desired by the parent.

The ENL teacher, school principal, classroom teacher, and director of Special Education if applicable, must initiate a review of the ELL status determination upon receipt of a written request from: the student's parent or guardian, the student's teacher (if the teacher's request includes written consent from the parent or guardian) or the student if they are 18 years of age or older. This process is only available within 45 days of student's enrollment. School staff, students, and parents who believe a student may have been misidentified as an ELL or non-ELL may request the ELL identification process to start a second time.

Upon receiving the written request, trained pedagogues will review all documents related to the initial or reentry identification process. The school reviews the student's work in English and in the home language, and may administer NYSITELL if the original determination was that the student should not be administered it. The school consults with Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. The relevant documents and recommendation are sent to the superintendent and written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language, within 10 school days of receipt of documentation from the principal. All documentation of this process is kept in the student's cumulative record.

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.
- A parent orientation or One-on-One Meeting with parents are scheduled within 10 days of student's ELL status determination. Parents are invited to the school via flyers sent home in English and parents' preferred languages which are translated by the DOE Translation Unit. The ENL teacher and parent coordinator call parents or guardians to remind them of the event. During these meetings, parents are presented the Orientation video for Parents of Newly Enrolled ELLs, which is available in 13 different languages and explains all three NYC program models. After viewing the video, the parent coordinator and ELL teacher answer any questions the parents may have regarding the three program choices. Finally, parents complete the Parent Survey and Program Selection Forms. Pedagogues, as well as administrators in our school are able to communicate with parents who speak Spanish. The school Parent Coordinator has a network of individuals who speak low incidence languages (i.e., Wolof, Arabic, French, among others) and are available to translate important information to parents who do not speak and understand English. After parents complete the surveys, placement letters are sent home notifying parents of their child's placement in an ELL Program. If the program selected by the parent is not available in our school, the parents are notified that the student is placed in the ENL program until 15 students or more who speak the same language request the program, or they have an option to transfer their child to a school where the parent selection is available.
- In the past years, parents have mainly chosen ENL as their preferred ELL program. Parents who choose TBE/DL programs for their children are informed that they can: keep the student enrolled in our school in an available program, or transfer the student to a different school where the selection is available.
- In our school we strive for 100% of our parents to complete the parent survey. Parents who do not attend the parent orientation are called and have an option to schedule a one-on-one conference with the ENL teacher at the hour of their convenience, including Parent Involvement time on Tuesday, before school starts, or after dismissal of students. This is done within the first 10 days of student enrollment. While waiting for the parent to complete the form, the student is provided mandated ENL services based on the student's proficiency level.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents are asked to complete a Parent Survey and Program Selection Form during Parent Orientation. Parents who do not attend this meeting are scheduled to visit our school and have a one-on-one conference with the ENL teacher to complete the survey within 20 days of enrollment. If needed, a second Parent Orientation is scheduled. Using the data on the ELPC screen, the ENL teacher creates a spreadsheet to monitor which parents have not completed the survey within the aforementioned 20 days. While waiting for a parent to complete the form, students are provided mandated ENL services based on the student's proficiency level.
- Parent choices are entered on the ELPC screen on ATS, while the hard copy of these documents are kept in a binder along with other ELL documents. In addition, a copy is placed in the student's cumulative record.
- The ENL teacher creates a spreadsheet tracking how many parents request each program to ensure we open a Bilingual or Dual Language program if 15 or more of our ELLs speak the same language in one or two contiguous grades.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL teacher creates a list of parents who do not attend the Parent Orientation meeting and calls to schedule one-on-one meetings to complete the Parent Survey, in their preferred language.
- Flyers are also sent home in the parents' preferred language as friendly reminders to complete the survey.
- Parent Surveys are collected by the ENL teacher and stored in a binder along with other pertinent ELL documents. A copy of this survey is placed in the student's cumulative record.
9. Describe how your school ensures that placement parent notification letters are distributed.
- After looking at parent Selection forms and considering their choices, students are placed in an ELL Program. The majority of our parent population has requested Freestanding ENL Program, and less than 10 parents have selected either the Dual Language or Bilingual Programs, meaning our ELLs have been placed in an ENL Program. The online standard placement letters are printed in the parents' preferred language. After that, the ENL teacher hands them out to parents in person, during dismissal time or in the morning when they bring their child to school. Parents are notified that if 15 or more parents who speak the same language request a Bilingual or Dual Language Program, the school will open this program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The ENL teacher maintains a binder holding all pertinent ELL documents such as HLIS, copies of entitlement and non-entitlement letters, placement letters, and parent surveys. Documentation for our current ELLs is available in the main office for the entire school year, then stored in the ENL room for an additional 5 year period. Copies of these documents are also kept in each student's cumulative record.
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.

Since the beginning of the Spring, the ELL teacher in collaboration with the testing coordinator create a list of eligible students who need to be administered the NYSESLAT. This information is accessed via ATS reports. This list of students is updated several times throughout testing time to ensure every ELL in the building is accounted for, including any student who may have been newly admitted to the building at anytime. The next step is to create subgroups by grade bands: K, 1-2, 3-4, and 5 and within these subgroups, create smaller groups for test administration. For students who have IEPs, these are carefully examined to ensure that students with disabilities are provided with the testing accommodations specified for each. Each student is administered a one-on-one Speaking activity within the testing window of time. After the Speaking subtest has been administered to all ELLs in all grades, we proceed to administer the listening, reading, and writing subtests to each ELL subgroup.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After looking at NYSESLAT scores and knowing students's performance levels, parents are immediately notified that their child is entitled to continue ELL services or that even though they scored at the Commanding level, they will continue to receive services for an additional two years.
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).

For the 2012-2013 school year, 13 parents filled out the Parent survey and 100% of the surveyed population chose Freestanding ESL Program as their top choice for their children.

For the 2013-2014 school year, 9 parents filled out the Parent survey. Six parents (66%) chose the Freestanding ESL Program as a first choice, while two Spanish speaking parents (22%) chose a TBE program as a first choice. One Chinese speaking parent (11%) also chose TBE as a first choice.

For the 2014-2015 school year, 9 parents filled out the Parent survey. Five parents (56%) chose the Freestanding ESL Program, one Arabic speaking family requested the Dual Language Program (11%), two Spanish speaking families requested the Dual Language Program (22%), and one Spanish speaking family requested the TBE Program (11%).

For the 2015-2016 school year, 9 parents filled out the Parent survey. Seven parents (78%) requested the Freestanding ESL Program, while one French speaking family (11%) requested the Dual Language Program. One Spanish speaking family (11%) requested the Dual Language Program. No parents requested the TBE Program.

At C.S. 154, we have a Freestanding ENL Program in place given that it has been the most popular parent choice in the past and current school year. When parents have requested the TBE or Dual Language Programs, the ENL teacher has informed them that such programs can occur when there is a population of 15 or more children who speak a common language and are in the same grade or two consecutive grades. Parents have also been notified of the possibility of transferring their children to a nearby school that may offer the program of their choice, however in all occasions parents have declined to move their children to a different school expressing their convenience and satisfaction in having their children attend our school and receiving mandated ENL services.

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.

All ELLs in grades K-5 will receive 180 weekly minutes of Integrated ENL instruction, where a certified ENL teacher and a Common Branch teacher will co-teach the students assigned in the classroom. Students will receive ENL instruction in a class where all ELLs are in the same grade with mixed proficiency levels. ELLs who are at the Entering and Emerging levels will receive 180 additional weekly minutes of Stand-alone ENL instruction in order to complete the mandated 360 weekly minutes they are entitled to receive. For the Stand-alone model, our certified ENL teacher is responsible to provide instruction to a small group of students who are all in the same grade, or in two contiguous grades, for example Kindergarten and grade 1.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students with an English proficiency of Entering and Emerging receive 360 minutes of ENL instruction per week. Instruction is delivered in 180 weekly minutes of Integrated ENL, 1 unit of study in ENL/ELA and 1 unit of study in ENL during Stand-alone ENL for a duration of 180 weekly minutes. Students at the Transitioning and Expanding levels receive 180 minutes of Integrated ENL instruction, which is provided in 1 unit of study in ENL/ELA. Students at the Commanding level are entitled to 90 minutes of ENL instruction per week for 2 consecutive years, and it is provided in an Integrated ENL model during ELA 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.

The goal of our ESL Program is to provide instruction in a rigorous learning environment where students' needs and differences are acknowledged and respected and encourage English proficiency. In order to reach these goals we utilize scaffolding strategies such as modeling, schema building, bridging, contextualization, among other strategies that allow students to participate more fully in their academic tasks. We use content areas as medium for second language learning, focusing on vocabulary and developing literacy through thematic units. Content areas are delivered in English with native language support. Instruction supports the comprehension of challenging material through the use of strategies such as: rephrasing, questioning, expanding vocabulary, providing additional time on challenging tasks, presenting realia, manipulatives, and visual aids in different content area subjects to aid and increase comprehension of tasks that are aligned to Common Core Learning Standards, and using verbs from the Depth of Knowledge Chart in lesson plans to raise higher order thinking and understanding.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To evaluate students' in their home language throughout the school year, students are asked to read a book in their home language and writing about it in English. They are also asked to keep a writing journal to log personal experiences and other topics of their interest in their home language. Then they are encouraged to read it aloud to the ENL teacher.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every day students are evaluated formally and/or informally in all four modalities of English acquisition. As diagnostic assessments we use NYSESLAT samplers and collect writing samples. Some informal ways to assess students are having them listen to their peers talk about a topic and ask questions, practice oral storytelling and using techniques such as "show and tell." Teachers maintain running records to assess reading comprehension and fluency. In addition, students are provided with checklists and rubrics, created in collaboration by the teacher and students in order to reflect on their learning and monitor their own progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. We currently do not have any ELLs identified as SIFE. In the event a SIFE becomes part of our community, it is important to determine their level of English proficiency and create a schedule which provides the student the amount of ELL instruction s/he needs. This student would be grouped with students who have similar academic needs in order to provide small group and collaborative learning activities, along with intervention strategies to target the student so they can approach grade level, until eventually the student meets grade standards. All teachers who work directly with the student should have conversations to utilize common strategies to help this student, plan instruction jointly and have common materials to heighten student performance.
 - b. Newcomers are provided with a risk free, welcoming environment to meet the transitional needs some face being newly arrived immigrants. These students are encouraged to become involved in learning English through role play, simulation, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have so they can acquire new skills. Native language support may be provided through home language print, technologies, translations and interpretations in the native language, and encouraging "buddy systems" of students who speak the same native language.
 - c. ELLs receiving service 4-6 years are also those students who take state exams (i.e., ELA, Math, etc.) and are taught explicit test taking skills. These students are encouraged to enroll in the school's After School Program for further support. Teachers regularly read assessment data to monitor the students' progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. According to 2013 NYSESLAT data, our ELLs who have been receiving services for 4-6 years, are struggling in reading and in writing. The focus will be for teachers to target vocabulary development, apply close reading strategies, modeling, continue to utilize graphic organizers to monitor comprehension in reading and plan writing, and utilizing rubrics and peer and self assessment

checklists.

d. Closely monitoring data is crucial to differentiate instruction for Long Term ELLs. This way we can identify where the students are struggling and tailor instruction to address those needs. Providing RTI support if needed ensures that students who are at risk receive the intensity and differentiation they need, and as the student makes progress, intervention is gradually removed until the student becomes more independent.

e. Our Former ELLs continue to receive testing accommodations of separate location and time extension up to two years. They are invited to be a part of the supplemental Title 3 program (After School) and their data is closely monitored to ensure they are meeting grade level expectations in all content areas. Former ELLs also receive mandated Integrated ENL services of 90 weekly minutes up to two years after they exit ELL status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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?

ELLs utilize the same instructional materials as their non ELL peers for all subject areas so that they are exposed to their grade and age appropriate materials; however, they receive the appropriate scaffolding in order to access academic content. Among the scaffolding provided are: use of math manipulatives, more visual representation to reinforce learning, targeting small group instruction, using graphic organizers and checklists to monitor student progress, pre-teaching and reviewing, using verbal prompts, directions reread, teacher redirection, direct modeling, multi-sensory instruction, taking frequent breaks and having clear and consistent class routines in each classroom.

Some of the technology used to support ELLs are the use of smartboards in all classrooms, used to project videos, pictures, audio content, among others. Students have access to laptops, computers, and tablets to log in to web based programs that promote specific skills such as: Sumdog and Mathletics for mathematics, and Achieve 3000, Renaissance AR Reading Program for literacy. Some students also prefer typing their writing and they are allowed to have that choice.

Some of the materials used for subgroups are the Wilson Foundations Program for ELL-SWDs.

Our school ensures ELL-SWDs whose IEP mandates ESL instruction receive appropriate program by following several steps and in collaboration with several staff members. The school psychologist and IEP 50-50 teacher convene with all the related service providers and ENL teacher to ensure the student receives all mandated services as per their IEP. If the student's IEP mandates ESL instruction, the student is provided with Stand-alone and/or integrated ENL in an appropriate group size, for the duration of minutes according to their English proficiency level.

-Students recommended to receive bilingual instruction or a related Service in a language other than English may be considered for interim services in English when a certified bilingual provider is not available. Prior to considering this interim

service, all efforts must have been made (i.e. with full time, part-time or per diem NYCPS staff, contract agency staff or independent providers). In addition, all efforts must continue to be made to locate a bilingual provider while implementing interim monolingual services, including assisting the parent in locating a bilingual independent provider through the Related Service Authorization process. The decision to recommend instruction in English must be made at an IEP meeting. The IEP team should review the bilingual evaluations, teacher reports, and parental input to determine whether the student has emerging expressive communication skills in English to enable the student to benefit from monolingual instruction. Consideration should also be given to the student's cultural, linguistic and experiential background, educational experiences, ability to adapt to different learning situations, etc. When an IEP Team recommends that monolingual instruction be provided to a student recommended for bilingual services, an IEP meeting must be held indicating the recommended service and noting that it will be provided. The IEP must reflect the recommendation for instruction.

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?
- Curricular, instructional and scheduling flexibility enables ELLs and SWDs to achieve their IEP goals by ensuring they are in a least restrictive environment at all times possible. Students only receive pull-out support services when push-in is not conducive to the student receiving the necessary instruction according to their needs. In addition, flexible programming allows students to receive a combination of direct and indirect services by allowing time for special educators to collaborate with general educators to look for ways to apply instructional techniques and strategies that best work for that particular student.

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

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

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| Chart | | .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.

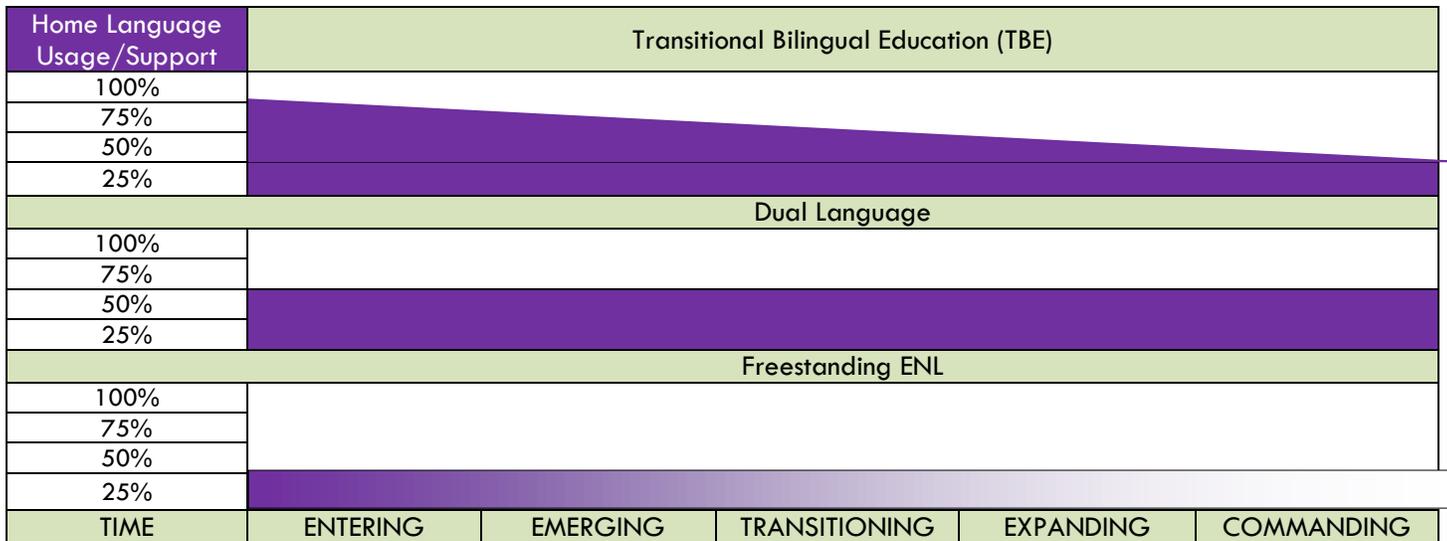


*Note: “other approved services” does not apply to New York City at this time.

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. The Ready Gen literacy Program and Go Math Program each have an intervention system that is built into the program. Classroom teachers as well as support service providers are responsible to provide it through a tiered system of instructional support based on the learner's needs. Targeted intervention allows setting high expectations for all students and provide multiple entry points into the curriculum. The first step is to identify the students who will be targeted, deliver appropriate instruction, and monitor progress to allow students to move between tiers as needed. All intervention activities are imparted in English. Newcomers, ELLs receiving services 4-6 years, and Former ELLs whose performance on Benchmark Assessments is not on grade level will be targeted.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ENL program promotes learning to communicate, create, and develop literacy skills. Students learn how to work in groups, be responsible leaders and good listeners, engage in academic conversations with their peers, and how to carefully consider the ideas of others. Integrating content and language into content areas helps students learn through more than one language modality (i.e., listening, speaking, reading, and writing) and acquire vocabulary and grammar. Students receive content area and English language instruction to acquire the language needed for academic success. Through the Common Core Learning Standards, students read more challenging books about science and social studies, write more essays, conduct research-based projects, and engage in arguments and discuss their points of view. Running records, writing pieces, performance tasks, and teacher created assessments show that students are developing English language skills. Additionally, NYSESLAT 2015 scores showed that while the majority of our ELLs still struggle in writing; listening, speaking, and reading skills increased significantly in students who participated in our ENL program since the beginning of the school year.

All teachers are teachers of ELLs who work on developing depth of knowledge and range of skills to be able to meet the unique needs of all students, including those who struggle with English. Throughout the school year, the ENL teacher shares ELL data with classroom and cluster teachers so all staff members are aware of who is an ELL and their English proficiency levels. The ENL teacher shares strategies and best practices to support ELLs in the classroom. Additional PD is offered through the Office of ELLs and on occasion our teachers have attended these sessions. When the ENL teacher is the one to attend, the material is turn keyed to all staff.

During the weekly inquiry meetings, teacher teams review student data and note trends, common misconceptions and gaps thus utilize the information to plan lessons, strategies, and materials to enhance instruction across the grades.

12. What new programs or improvements will be considered for the upcoming school year?

For the 2014-15 school year, most of the push-in and pullout ESL services took place during the math block across all grades. For the 2015-16 school year, emphasis will be given to literacy across all grades. ELLs will receive Integrated ENL services during the literacy blocks, which allows student ample time to focus on reading grade appropriate texts and writing tasks. Stand-alone ENL instruction will also target developing the English language needed for content areas through reading and writing.

13. What programs/services for ELLs will be discontinued and why?

After analyzing literacy data for our students, Kindergarten teachers are supplementing the Ready Gen Reading Program with the Wilson Foundations Program in order to develop foundational literacy skills in Phonemic awareness, Phonics, word study, High Frequency word study, Reading fluency, vocabulary, Comprehension strategies, handwriting and spelling. Writing will be enhanced through The Teachers College Reading and Writing Project, which is being newly implemented during the 2015-16 school year across grades K-5.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Grades 3, 4, and 5 students have the opportunity to attend an after school enrichment program that provides the quality instruction to promote grade readiness. This program is tailored to enhance students' academic needs in math and English Language Arts. One day a week, students receive supplemental instruction in ELA and math. One day a week students participate with the Community Works Program in music, theater, and art sessions. ELLs are invited to participate in all programs via letters sent to parents and flyers. These documents are translated in the parents' preferred language.

Other supplemental programs available in our school are the Robotics Program for grades 4 and 5, swimming for grade 2 and chess for grades 1 and 2. These programs are in session once a week and are built in during the instructional schedule, when all ELLs are able to participate. Grades 3 and 4 students will participate in the 4Rs Program(Reading, Writing, Respect & Resolution) which integrates social and emotional learning in the curriculum.

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.

Some of the instructional materials used to support our ELLs are pictionary, flashcards, books, big books, maps, globes, manipulatives, electronic tablets, Common Core aligned "modules", project based activities drawn from instructional models, such as Engage NY, among others. All classrooms are equipped with Smartboards that project videos, visual and auditory aids that are helpful to ELLs. Students have access to desktop and laptop computers, and tablets in order to access web-based intervention and supplementary programs such as: Achieve 3000, Sumdog, Mathletics, Renaissance AR reading, among others.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in the ENL program through bilingual dictionaries and glossaries, having accessible books in the native language available in the classroom library and in the school library, grouping students who speak a same language together, and utilizing guided reading techniques where the teacher has a copy of the book in English while students have a copy in their native language and everybody analyzes and interprets the content.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our ENL Program follows both, Integrated and Stand-alone instructional models in which students are provided academic support along with peers who are in the same grade. Students at the Entering and Emerging Proficiency levels who are in two contiguous grades may be placed together in a Stand-alone group for 180 weekly minutes of ENL instruction.

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).

ELLs are invited to attend Summer Enrichment Programs for the purpose of language and social immersion. As for ELLs who enroll in our school throughout the school year, we encourage "buddy systems" and group them with students who speak the same language in their class.

19. What language electives are offered to ELLs?

We currently do not offer any language electives to our ELL population.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

In September 2015, all staff will engage in PD to identify focus skills and problems of practice, identifying strengths and need gaps, and identifying additional support needed to help students. Other priority areas for PD will be Wellness, specifically mental health of our student population. Teachers College (TC) support staff and the school instructional coach will facilitate these sessions.

During the month of October 2015, various facilitators such as TC support staff, the instructional coach, school administrators, and Grade Team Leaders will provide PD sessions to create and/or revise units of study in all content areas so that there is consistency and completeness across all grades that reflect rigorous expectations. These sessions will include the mapping of Reading, Writing, Math, and Science Units in addition to focusing on planning lessons and response to target groups.

For November 2015, all staff will participate in PD to build a shared understanding of what the Math practices look like in a classroom, introduce these to students, and monitor for consistent student engagement with the practices throughout math lessons. All staff will norm around what the first 4 math practices look like in a classroom and will spend time looking at student work protocol around the math practices.

In December 2015, staff will respond to literacy interim assessment data by targeting specific students for guided reading groupings in sessions that will be facilitated by the school principal, Grade Team Leader Teachers, the school instructional coach, and TC support staff. At this time, our staff will also review problems of practice and develop an action plan for January- June 2016.
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?

Teachers of ELLs participate in the same PD sessions as all staff members in order to have a common background and knowledge of the common core curriculum. Participating in the same sessions allows teachers to share responsibilities for teaching ELLs and all students assigned in a classroom during co-teaching. It also involves the distribution of responsibility among teachers for planning, organization, delivery and assessment of instruction.

The ENL teacher also participates in PD sessions that are announced and offered through the Office of ELLs which train ELL teachers in supporting ELLs as they engage in the Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELLs as they transition from elementary to middle school, our guidance counselor offers individual advice to our grade 5 teachers in: the articulation process, student advocate in meetings with teachers and parents, consultations with administration and teachers to help meet students' academic needs, staff development around particular issues; academic support and learning styles, parent help to assist teachers and interpret resources and information.
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.

Beginning in the 2015-16 school year, as per CR 154 a minimum of 15% of the required professional development hours for all teachers must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher is responsible for facilitating sessions to engage the whole staff in these topics.

For the English as a new language teacher, a minimum of 50% of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher will attend professional development activities provided by the Office of ELLs and Teachers College.

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?

Beginning in the school year 2015-16, the ENL teacher in collaboration with teachers of other disciplines (i.e., science, arts, and classroom teachers) will conduct individual meetings in which parents are informed of the ENL program goals, their child's progress, assessment results, and are provided with strategies to support their children's education at home. These meetings will begin in January 2016, during the parental engagement time on Tuesday afternoons. Parents will be notified in advanced to schedule their day of convenience. The invitation letters will be sent home in the parents' preferred languages. Over the phone interpretations will be used if necessary, in order to communicate with parents who prefer oral communication in their home language.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited to attend workshops designed by and presented by our teachers. The ENL and art teachers collaborate to present an art workshop that engages families in working together to creatively develop early literacy skills. The ENL and science teacher present science topics to enhance literacy and scientific methods across all grades. Both of these workshops happen in the fall months. The school librarian hosts Family Reading Nights three times a year, a time when books are read aloud to parents and children and they are able to walk away with books as gifts. During these three sessions the school librarian, Parent Coordinator, along with the families go out on a community walk to show them where the closest public library branches are in our community. They tour the libraries and browse through reading books from the children's section. In addition, the Parent Coordinator will be hosting a Welcome to Our New Families session to share school expectations and programs available. Notifications of all of these events are sent home in the parent's preferred language. The parent Coordinator also makes personalized phone calls and sends automated messages reminding parents of the events, and are available in different languages such as French and Chinese.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Teachers College is a Community Based Organization that provides services to our ELL parents, including:
GED classes that will allow parents to obtain a high school equivalent degree. Classes will be in session October- December 2015.
ESL classes are scheduled to commence Spring 2016.

In addition, workshops are provided to prepare our parents in order to better support their children academically. These workshops include "Take Your Dad to School" among others that are still being developed to address parent needs.

5. How do you evaluate the needs of the parents?
The Community School Director and Parent Coordinator collect parent needs information via surveys that are available in the parents' preferred language.
6. How do your parental involvement activities address the needs of the parents?
In the surveys, parents are asked to rate topics in order of importance, such as receiving support in: helping their children academically, technology, and receiving financial assistance. We plan our activities according to their requests. As always, we strive to appeal to all preferred languages providing translated invitations and interpreters.

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: Harriet Tubman Learning

School DBN: 05M154

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) |
|--------------------|---|-----------|-----------------|
| Elizabeth Jarrett | Principal | | 10/1/15 |
| Raymond De Jesus | Assistant Principal | | 10/1/15 |
| Monique Kennedy | Parent Coordinator | | 10/1/15 |
| Marlene Acevedo | ENL/Bilingual Teacher | | 10/1/15 |
| Brenda Inge | Parent | | 10/1/15 |
| Vestina Benjamin | Teacher/Subject Area | | 10/1/15 |
| Tonato Perez | Teacher/Subject Area | | 10/1/15 |
| Gina Hutchinson | Coach | | 10/1/15 |
| | Coach | | |
| Wendy Mejia | School Counselor | | 10/1/15 |
| Gale Reeves | Superintendent | | 10/1/15 |
| | Borough Field Support Center Staff Member _____ | | |
| Karoline Alexander | Other <u>Community School</u> <u>Dir</u> | | 10/1/15 |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 05M154 **School Name: Harriet Tubman Learning Center**
Superintendent: Gale Reeves

Before you begin, please check the following:

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

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

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

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

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

Our school Language Access Coordinator (LAC) collects the language preferences of our parent community for both written and oral communication from various sources, such as: the student's registration form, Part III of the Home Language Identification Survey (HLIS), student's Emergency Contact Card, and ATS report (RAPL). The LAC then calculates the percentage of each language population, the number of languages represented and current language resources available.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Preferred languages for written communication:

Spanish
Arabic
Chinese (Mandarin)
French

Preferred languages for oral communication:

Spanish
Arabic
Chinese (Mandarin)

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates and distributes centrally translated documents to families at the beginning of the school year, or upon registration of a child in school. These documents include: the DOE's Discipline Code, school calendar, and annual handbooks. Every fall and in the spring parent-teacher conference announcements are distributed, as well as translations of the child's report card in the parent's preferred language. Field trip consent forms, health forms, school holiday notifications, and emergency cards are other documents disseminated throughout the school year. Letters from the school leadership and teachers are disseminated throughout the school year. These include: flyers for ELL Parent Orientations, family workshops and other events hosted in our school, after-school program information, testing dates, and supplementary school program information.

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

- Parent teacher conferences- 2 times a year
- Family Nights- 2 times a year
- Family Reading Nights- 3 times a year
- Parent Engagement Times- informal weekly meetings
- IEP meetings- once a year for students who receive special education services

Part C: Providing Language Assistance Services

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

To meet the translation needs identified in our school, centrally translated documents are attained through the Translation and Interpretation Unit's intranet site. Documents from school leadership and teachers are translated in-house by bilingual pedagogues in Spanish. Translations in other languages

are requested to the Translation and Interpretation Unit. They are requested at least 2 weeks ahead of distribution to ensure they are distributed at the same time as English documents.

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

Our school keeps a roster of bilingual staff who can be called upon to provide interpretation services. Spanish speaking staff is available to assist families, while interpretations in other languages are provided by over-the-phone interpreters via the Translation and Interpretation Unit. On occasion, parents have chosen to bring a relative or friend to school to assist them in communicating orally with school staff.

Part D: Training Staff on Policies and Procedures

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

Our school LAC provides ongoing support to all staff members to ensure everyone is aware of how to use translation and interpretation services. Staff members have been provided with the T&I brochure, a copy of the "I speak" card for bilingual staff. Professional development is scheduled for October 2015 to train staff how to provide families with report cards in their preferred languages and over-the-phone interpretation services on Parent-Teacher Conferences. Staff will also be made aware of the centrally translated documents found on the Translation and Interpretation Unit's intranet site.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Parents have received the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school also has a Welcome Poster indicating the availability of interpretation services. This ensures parents are not prevented from reaching the school's office due to language barriers. The security and main office staff have a Language ID Guide available.

Part F: Monitoring and Quality Control

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

A parent survey will be administered to parents of all cultures and languages to gather feedback on the quality and availability of services. This survey will be administered several times throughout the school year to ensure we continue to improve our translation and interpretation services available to families.