

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**04M182**

**School Name:**

**THE BILINGUAL BICULTURAL SCHOOL**

**Principal:**

**YAZMIN PEREZ**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: THE BILINGUAL BICULTURAL SCHOOL School Number (DBN): 04M182  
Grades Served: K-5  
School Address: 219 East 109 Street, New York City, NY 10029  
Phone Number: 212-860-6031 Fax: 212-860-6032  
School Contact Person: Maria Torres Email Address: mtorres31@schools.nyc.gov  
Principal: Yazmin Perez  
UFT Chapter Leader: Carmen Rodriguez  
Parents' Association President: Sandra Pedroza  
SLT Chairperson: Dulce Illescas  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Tatiana Pedroza  
Student Representative(s): Vanessa Pavia  
Azaria Reeves

**District Information**

District: 4 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120 Street New York, NY 10035  
Superintendent's Email Address: AEstrel3@schools.nyc.gov  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor New York, NY 10001

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YChu@schools.nuc.gov

Director's Email Address:

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646-470-0721

917-339-1765

Phone Number:

Fax:

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

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Alice Hernandez	*Principal or Designee	
Carmen Rodriguez	*UFT Chapter Leader or Designee	
Sandra Pedroza	*PA/PTA President or Designated Co-President	
Norma Rosario	DC 37 Representative (staff), if applicable	
Natalia Leal	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nydia Melendez Casa	Teacher/ Facilitator	
Monica Proano	Teacher Time Keeper	
Yasmine Garcia	Teacher Co-Chair	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ellen Andres	Parent /Co Secretary	
Dulce Illescas	Parent/Chair	
Tatiana Pedroza	Parent/Co-Facilitator	
Margarita Pareja	Member/ Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

The mission at The Bilingual Bicultural School/ PS 182 is to provide all students with an outstanding education that develops the potential of each student to a maximum as we prepare them to become successful lifelong learners in a multicultural, diverse, global society.

The Bilingual Bicultural School seeks to achieve its mission in collaboration with the following organizations:

Mighty Milers

\*Union Settlement Intergenerational Tutoring Program

\*CASA/Teatro SEA

\*City Surfers/Concrete Safaris

\*America Reads NYU

\*NYU Learning Partners

\*Hunter College Student Interns

\*Mount Sinai Pediatrics School Based Clinic

\*Metropolitan Health Center

\*Mt. Sinai Health Education Initiative

\*School Wellness Council

\*Change For kids

\*Model Teacher Program

\*City College Student Interns

\*CARE for Teachers NYC-Fordham University

\*Music and the Brain

\*Citizens Community

\*Dual Language - DOE Grant

\*Estrellitas – DOE Grant

\*Bubbles

\*Reading Partners

\*East Harlem Tutorials

The Bilingual Bicultural School is an elementary school with 379 students from grade K through grade 5. The school population comprises 8% Black, 89% Hispanic, 1% White and 1% Asian students. The student body includes 16% English language learners and 16% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2013-2014 was 94.0%.

The elements of the Framework for Great Schools in which The Bilingual Bicultural School made the most progress over the past year in was establishing a culture of high expectations that resulted in parents consistently being aware of their child's progress towards meeting grade level standards and students' understanding what is needed to reach the next grade level. School leaders established a monthly newsletter to share highlights of student accomplishments with families. The newsletter is shared with families to keep them abreast of upcoming events as well as highlight school wide accomplishments. The school has started to infuse technology into their weekly curriculum to enhance students' digital literacy; hence, better prepare them for the demands of the 21st century. School leaders and teachers provide parents with their email to maintain active communication with parents regarding their children's progress. Students also have an information folder that they take home every night with information about upcoming school events and when necessary, notes from teachers addressing their progress or areas of focus. Students also have planners where they write their homework assignments and teachers write notes to parents. Teachers across grades work collaboratively to design an articulation plan to set expectations for students in accordance to those standards or skills students will be expected to know or be able to do by the end of each grade level. The school looks at mathematics strands and how they develop in complexity as students move from grade to grade. School leaders and parent coordinator provide orientation and parent meetings to support students and their families with transition between grades.

A key area of focus for this year is starting to make purposeful decisions to ensure that curricula are Common Core aligned thus promoting college and career readiness for all learners. The school is making curricula adjustments and modifications to ensure that all student needs are met and that tasks cognitively engage all learners. Teachers are using units of study from Go Math, ReadyGen, TC and aligning with the Common Core Learning Standards. The administrative and teacher team's evaluated the units of study and create new unit that were fully aligned with the Common Core. School leaders and teachers ensuring that the units are responsive to student data, inclusive of strategies for at risk students, with greater focus on vocabulary given the large population of English language learners (ELLs), and following the Understand by Design (UBD) model.

Teachers include modifications of tasks to scaffolds and support students' individualized needs. As the school transitions their work to align to the instructional shifts, lesson plans emphasize higher order thinking and provide a menu of strategies or leveled resources for from which students utilize or choose to better understand the subject matter or content areas.

The Bilingual Bicultural School exceed targets in 2014-2015 school year in Math and English Proficiency compared to our peer groups, in Math Median Adjusted Growth Percentile and in our Subgroups of Lowest Third, and Black and Hispanic Males Lowest Third Citywide categories.

## 04M182 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	361	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.2%	% Attendance Rate		93.9%
% Free Lunch	91.3%	% Reduced Lunch		2.6%
% Limited English Proficient	32.2%	% Students with Disabilities		16.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		8.4%
% Hispanic or Latino	88.4%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.28	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.64
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.6%	Mathematics Performance at levels 3 & 4		45.8%
Science Performance at levels 3 & 4 (4th Grade)	90.9%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

\*Based on the Quality Review of 2014, the areas of concentration for the school are the following:

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. Developing

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Developing

As a result, we will continue to use City-wide suggested curriculum in ELA (ReadyGen) and Math (Go Math) that have been aligned to the Common Core Learning Standards. As a school, our focus is on providing students with access to complex materials (grade level lessons and concepts ) along with the appropriate scaffolding to meet their learning needs. In addition, we will focus on ensuring that teachers develop multiple entry points for lessons and that Universal Design Learning opportunities are presented during instruction. The goal is to ensure all students have accessibility to the learning and equity across classrooms.

\*Analysis of student data revealed that our students’ ELA scores were not comparable to the level of sophistication required to meet the demands of the Common Core Learning Standards. This need was identified by analyzing the results of interim literacy assessment (running records), and an item analysis of the 2014-15 New York State ELA and Math Data.

Data Findings:

- 21.7% of students achieved proficiency on the ELA New York State Assessment
- 34.2% of students achieved proficiency on the Math New York State Assessment

In addition to the ELA and Math data, we also looked at our Advance data and found a common trend in component 3c Engaging Students in Learning and Component 1e Planning and Preparation. In Domain 1, 14% of teachers were rated developing and in Domain 3, 21% of teachers were rated developing.

In thinking about the Framework for Great Schools, specifically Rigorous Instruction, we recognized the need to focus on helping teachers develop their practice as it relates to planning rigorous instruction and delivering rigorous instruction. We have established a school wide instructional focus aligned to component 3c Engaging Students in Learning. Teachers will practice in study groups and professional learning communities that will focus on designing rigorous instruction with scaffolds and understanding the how to use multiple entry points to make learning

accessible for all. Additionally, study groups will focus on aligning data to small group instruction and planning engaging and meaningful activities to maximize differentiated instruction.

In addition, teachers will participate in study groups that will focus on looking at the standards for informational writing; this will be done in an effort to improve writing across the content areas. Teachers will be asked to design rigorous tasks in ELA and social studies.

One of our strengths in relation to Rigorous Instruction, is that teachers are willing to examine curriculum and make revisions as needed. Teachers are willing to take a deeper dive into this work and are receptive to the upcoming professional development 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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers in grades 3-5 will align assessments to curricula, analyze assessments, and adjust instruction to improve outcomes of targeted collaborative inquiry students as measured by 10% increase of levels 3 and 4 in end of year Social Studies Performance Task.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>ReadyGen and Go Math units of study will be used to deliver the core instruction. However, modifications will be made to ensure that all students are receiving accessibility to the learning. Modifications will include revising number of days</p>	<p>Teachers and Students</p>	<p>10/ 2015-06/ 2016</p>	<p>Teachers will implement the units of study.  Principal and Assistant Principal will oversee the process by</p>

<p>of a unit, delivery method of the instruction (UDL, multiple entry points) and differentiated tasks and instruction.</p> <p>Units will be responsive to student data, inclusive of strategies for subgroups such as English Language Learners and Special Education Students.</p>			<p>conducting formal and informal observations.</p>
<p>Professional Development Cycles will include:</p> <ul style="list-style-type: none"> <li>*Revisiting writing standards for Informational Writing</li> <li>-Revisiting social studies scope and sequence</li> <li>*Understanding Universal Design for Learning</li> <li>*Creating a tool kit of multiple entry points aligned to specific units of study</li> <li>*Data Driven Differentiated Instruction</li> <li>*Designing rigorous tasks</li> <li>*Using student data to drive modifications and revisions</li> <li>*Taking a deeper dive in understanding components 1e and 3c</li> <li>*Designing lessons that emphasize the attributes in component 3c</li> </ul>	<p>Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Special Education Lead Teacher</p> <p>Administrators</p> <p>Borough Field Support</p>
<p>Periodic assessment data and unit performance writing task data results will be use to monitor student progress and inform instructional decisions that will impact student achievement. Teachers will continue to monitor student progress (interim benchmarks) throughout the course of the school year; thus creating multiple entry points for groups of students.</p>	<p>Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Teachers will implement and coaches will assist in the planning and implementation, and Assistant Principal and Principal will oversee the process</p>
<p>Training and monitoring of teacher teams will be pivotal in increasing teacher practice and student outcome. Teacher teams will meet regularly to develop comprehensive collaborative inquiry plans that target the appropriate students who need academic tracking. Teams will focus on understanding the writing informational standards and how to use the standards to design tasks to monitor student progress.</p> <p>Teams will engage in a full cycle of collaborative inquiry across 3 Phases. This process will include:</p> <ul style="list-style-type: none"> <li>-Looking at student data</li> </ul>	<p>Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Team Leaders</p> <p>Administrators</p> <p>Borough Field Support</p>

-Looking at teacher practice			
-Identifying long term and short term goals			
-Designing coherent and rigorous instruction			
-Revising and modifying teacher practice and lesson design			
-Tracking student progress/data			
-Engaging in inter visitations			
-Revising cycles as needed			
-Sharing best practices through collaboration and dialogue			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
ReadyGen and Go Math Curriculum materials were purchased. In addition, per diem funds will be used to provide teachers with professional development opportunities.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2015 at least 50% of the targeted student population will demonstrate an increase in their end of unit performance task by scoring at least a level 3.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### 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.

After reviewing OORS data and having conversations with teachers we realize that a system to support students emotionally and socially must be adapted. As a result, we will adapt PBIS (Positive Behavior Intervention System) strategies and procedures that can support the social and emotional growth of students.

In addition, we use an established PBIS matrix to coach and teach students positive behavior.

An area of strength is that teachers are dedicated to ensuring that students are supported and provide students with opportunities to talk during their lunch break.

### 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, all school members will engage in the Positive Behavior Intervention Support Initiative, to increase a positive and respectful school environment as measured by a 5% decrease in student infractions as evidenced by OORS data.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>OORS data will be used to monitor the social and emotional growth of targeted students. We will identify behavioral trends impacting the student population.</p>	<p>Targeted Students</p>	<p>11/2015 to 06/2016</p>	<p>Administrators &amp; Teachers.</p>
<p>PBIS team will meet to examine pertinent data regarding the safety and environment of the school. Specific targets will be set on a month by month basis so that the school community is made aware of the importance of the program and its impact upon the entire school community. Overall impact and effectiveness of programs will be measured by a decrease in infractions as measured against monthly OORS data.</p>	<p>Students</p>	<p>12/2015 to 06/2016</p>	<p>Administrators &amp; Teachers.</p>
<p>Monthly assemblies will take place to support the social and emotional development of students. Assembly programs will be provided by the Guidance Team</p>	<p>Students</p>	<p>12/2015 to 06/2016</p>	<p>Administrators &amp; Counselors</p>
<p>A student council committee will be established to provide student voice for school level concerns. Student school council will meet on a monthly basis. Additionally, opportunities for school based community service will be made available across the school.</p>	<p>Students</p>	<p>12/2015 to 06/2016</p>	<p>Administrators &amp; Counselors</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, there will be a decrease of 2% in student in fractions as measured by OORS system.

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

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

**Section 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.

We are currently using CCLS aligned curriculum to ensure that rigor and assessment opportunities are part of the daily teaching and learning. However, we must ensure that we fill gaps within our curriculum to meet the needs of all learners, specifically subgroups. The most recent Quality Review data (2014) indicates that in indicator 4.2 Engaging in professional collaboration we are "developing". The feedback acknowledges that this work was in the beginning stages.

We must also acknowledge the fact that teacher teams have asked for additional professional development opportunities aligned to collaborative inquiry. This is reflective of teachers wanting to improve their practice to impact student outcome.

Our priority for this element will focus on developing teachers in this work by providing cycles of professional development that will support Phase I, Phase II and Phase III of the collaborative inquiry process. Teachers will be trained to think in data driven form and to plan based on data driven findings. Resources such as the collaborative inquiry handbook, data templates and the Collaborative Inquiry Phase documents will be used to develop teams.

### 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, teachers will engage in weekly collaborative grade-level Teacher Teams to deepen the level of differentiated instruction and consistently provide all students, including SWDs and ELLs with scaffolded support needed to make growth as evidenced by a 3% increase in the ELA State exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher teams will collect student work to determine its rigor and adapt instruction (providing multiple entry point/scaffolds) to increase overall student achievement.</p>	<p>All Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Lead Teachers</p>
<p>Teacher teams will meet to evaluate and calibrate student work to determine a) adjustment needed to instruction; b) provide students with actionable feedback to increase overall student achievement c) and create modifications (multiple entry points).</p>	<p>All Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Lead Teachers</p>
<p>Teachers will work with Teacher Center Coach) to further develop their understanding of the traits for component 3c. Professional development sessions will be provide to support teachers who are developing and ineffective</p>	<p>All Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Lead Teachers</p>
<p>Administrators and Advance support personnel will provide professional development around component 3c (focusing on guided reading and multiple entry points).</p>	<p>Developing and Ineffective Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Lead Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers’ schedule will reflect a common meeting time to allow for training. Teachers will be paid per session after school to plan with coaches.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, teacher teams will have completed Phase I and cycle 1 of Phase II.</p>

**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.

• In feedback from the superintendent (Q.R) effective school leadership was identified in need of growth particularly around Quality Review 4.1:

Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school wide instructional practices and implement strategies that promote professional growth and reflection.

Q.R 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products

- In the 2013-2014 School Survey, 14 % of teacher indicated that not enough time was provided for collaboration between teachers.

Based on Advance data, component 1e and 3c is are areas in need of improvement. As a school community we identified implementing Guided Reading instruction across all grades and differentiating mathematical concepts with the focus of providing multiple entry points as our instructional priorities for the 2014-2015 school-year. Moving forward, Guided Reading and Multiple Entry points will continue to be a focus throughout the observation cycles.

A strength this academic year, is that we have held IPCs where teachers and administrators collaboratively discussed teacher goals which are aligned to the school instructional focus (Engaging Students in Learning). It is clear that there is coherence between the data and what has been discussed during IPCs.

### **Part 2 – Annual Goal**

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

By June 2016, 75% of teachers at BBMS will be rated effective or highly effective in Component 3c, Engaging Students in Learning as measured by the Advance rating system.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School administration will collect data around component 3C to identify effective or highly effective teachers that can assist and support developing or ineffective teachers.</p>	<p>Developing &amp; Ineffective Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Principal and Assistant Principal</p>
<p>Teachers will participate in professional development (ARIS Learning Opportunities/Modules) addressing the framework component 3c Engaging Students in Learning.</p>	<p>Developing &amp; Ineffective Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Principal and Assistant Principal</p>
<p>Targeted teachers will be provided inter-visitation opportunities in an effort to improve their practice. They will be able to observe teachers who have been rated effective or highly effective.</p>	<p>Developing &amp; Ineffective Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Principal and Assistant Principal</p>
<p>Administration will work collaboratively to track advance data and provide effective feedback to teachers rated developing or ineffective in component 3c.</p>	<p>Developing &amp; Ineffective Teachers</p>	<p>10/2015 to 06/2016</p>	<p>Principal and Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional development sessions will be provided during the school day and per diem funds will be used to hire substitute teachers.</p> <p>In addition, resources (Danielson Framework for Teaching, and data templates) will be distributed to teachers.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, at least 50% of teachers will be rated effective on component 3c Engaging Students in Learning.

**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.

Parent Involvement is key to the success of a school. We want to ensure that parents feel informed and welcomed. Currently, the parental involvement during PA meetings and school workshops have been low. We are aiming to change that and increase parental involvement and as a result, our school staff will continue communicating with families concerning student achievement using multiple tools and in all pertinent languages in an effort to impact student achievement.

### 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, we will have a 10% increase in parental involvement (targeting academics and health) as measured against attendance sheets and agendas for workshops and PA meetings.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will distribute progress reports four times a year to families.</p>	<p>Families &amp; Students</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Teachers</p>
<p>Teachers will utilize weekly Family Engagement Time to provide parents with feedback and updates on individual student progress.</p>	<p>Families &amp; Students</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Teachers</p>
<p>Administrators, teachers and parents will continue to use School Messenger to provide parents with school related information and resources to reinforce the learning at home.</p>	<p>Families &amp; Students</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Teachers</p>
<p>A series of parent workshops will be provided that engage parents in working in a specific content area with their children (Math, Science, ELA).</p>	<p>Families &amp; Students</p>	<p>10/2015 to 06/2016</p>	<p>Administrators &amp; Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Title I money will be used to purchase supplies for workshops.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By February 2016, there will be an increase of 5% in parental involvement as measured against attendance sheets from October 2015.</u></p>

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>English Language Arts (ELA)</b></p>	<p>-A review and analysis of data is conducted in order to identify students in need of AIS support. This includes data from running record assessments and other formative and summative data.</p> <p>-For the current school year all students who demonstrated low performance as determined by the New York State Department of Education are automatically programmed for targeted Academic Intervention Services. These students include all Level 1 and Low Level 2 performance.</p> <p>-Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified.</p>	<p>- When a student needs more intensified academic intervention, student needs are reviewed by the classroom teacher and the grade team. An Intervention Plan is developed which includes specific goals. Timelines are established to support monitoring of student progress. Targeted students are scheduled for Tier II services according to their individual needs.</p> <p>- In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. - Intervention Plans are developed and student progress is closely monitored by the classroom teacher and the grade team.</p>	<p>Tier II and Tier III intervention services are provided during the school day in individual or small groups.</p> <p>Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing in their classrooms.</p>	<p>Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing in during the day in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to an academic after school program that supports targeted student.</p>

	<p>-Several research-based intervention programs are used to support students in reading. In previous years Reading Recovery teachers provided at-risk first graders with daily individual specialized support.</p> <p>-The Reading Intervention Teacher will target students performing on levels 1 student and the Low Level 2s.</p> <p>- We will use the NYU student partners, America Reads students and Read Partners Organization to provide and maintain Tier II support, all teachers and Reading Partners are interventionists as members of a grade level inquiry team. Tier II and Tier III intervention services are provided during the school day in individual or small groups.</p> <p>-Intervention Plans are developed and student progress is closely monitored by the classroom teacher.</p> <p>- All AIS provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or</p>	<p>- Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to an academic after school program supports targeted students.</p> <p>- Guided Reading groups are established to provide both Tier I and Tier II support.</p> <p>-Great Leaps is a research based resources that are currently being used for Tier I intervention.</p> <p>- The Wilson Reading Program is used to improve decoding skills</p> <p>AIS providers closely examine the Common Core Learning Standards for ELA and Mathematics in order to identify what foundational skills are needed in order to develop a plan for individual students. This supports developing highly specific plans for all students in need of Tier I, II and III service .</p>		
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	<p>writing in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, The teacher refers the student to the an academic after school program supports</p> <p>-Guided Reading groups are established to provide both Tier I and Tier II support.</p> <p>-Great Leaps is an additional research based resource that will be used for Tier II intervention .</p>			
<p><b>Mathematics</b></p>	<p>-In order to identify students who are in need of AIS support, a complete review and analysis of data is conducted.</p> <p>-Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified.</p> <p>-For the current school year all students who demonstrated low performance as determined by the New York State Department of</p>	<p>-Teachers set individual goals for targeted students, and monitor progress according to established timelines.</p>	<p>- Teachers provide Tier I individual and/or small group differentiated instruction for children struggling with mathematics in their classroom.</p>	<p>Tier II and Tier III intervention services are provided during the school day in individual or small groups. Intervention. Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Mathematics.</p>

	<p>Education are automatically programmed for targeted Academic Intervention Services. These students include all Level 1 and Low Level 2 performance.</p> <p>-Differentiated activities from Marilyn Burns “Do the Math” is one resource used to support the intervention</p> <p>Teachers set individual goals for targeted students, and monitor progress according to established timelines.</p> <p>- In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. Plans are developed and student progress is closely monitored by the classroom teacher.</p>			
<p><b>Science</b></p>	<p>- Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Science.</p> <p>-Teachers set individual goals for targeted students</p>	<p>Science support can occur in Tier I, II, and III as part of the Literacy program</p>	<p>Small group instruction</p>	<p>The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in</p>

	<p>and monitor progress according to established timelines.</p> <p>-Tier II and Tier III support includes support in reading informational Text</p>			Science within the classroom.
<b>Social Studies</b>	<p>Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Social Studies. Teachers set individual goals for targeted students and monitor progress according to established timelines.</p> <ul style="list-style-type: none"> <li>• Tier II and Tier III support includes support in reading information text</li> </ul>	<p>The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Social Studies</p>	Small group instruction	<p>The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Social Studies with in the classroom.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Social worker provides at risk Small groups small group sessions are conducted counseling services to 14 students to address issues such as social skills, attention focus, anxiety, anger management, and behavior management skills</p>	Social Worker	Small group intervention or individual depending on recommendation from the PPT	Small group sessions are conducted during the school day.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our staff is almost entirely bilingual and bicultural, and most have spent the majority of their careers at BBMS. Many of our teachers and administrators have educated generations of families which has created a true sense of community and has fostered trust and confidence in our ability to educate and care for their children. This sense of community is reflected in the number of years the majority of the staff has served this school community.</p> <p>Sixteen of the twenty five members of our faculty have been teaching in our school for a minimum of ten years We attribute the high retention rate of our teaching staff to the strong professional development program, which addresses teacher needs, and strengths, as well as a strong mentoring program. Our partnership with the City University of New York student teaching program contributes to our recruitment efforts. In addition, the principal and assistant principal are instrumental in building capacity within the staff. Teachers are afforded opportunities to chair committees, spearhead new instructional approaches, and conduct primary research on the best teaching techniques currently available. Lastly, but very important there is shared vision among staff that sustains staff stability .Regarding teacher assignments, teachers are given a preference sheet at the end of the school year and through administrator and teacher dialogue, teacher assignments are made. The goal of this process is to ensure that all teacher assignments are made so that students will most benefit from the teacher's experience, qualifications and expertise. The following professional development will take place throughout the school year.</p> <ul style="list-style-type: none"> <li>• June 2015-Individual teacher goal planning and observation selection conferences conducted. Review of Danielson components was referenced during the conferences to identify individual and school wide goals.</li> <li>• Consultants and coaches support in grade teams creating units of study in literacy and math that meet the Common Core Standards and the DOE Citywide Instructional Expectations for 2014-15 school year. A network achievement coach meets two-three times a month with the third grade team to assist in the planning of the units of study using the principles of Universal Design of Learning.</li> <li>• A school collaboration team was formed last year to meet the NYC DOE Special education Reforms. The team meets to discuss IEP services and monitor progress of student with IEPs. The goal of the team is to develop and organize school resources (programming, services and certified personnel) that will meet the needs of all IEP students .The team will also complete " A Shared Path to Success " action plan to ensure a cohesive program of services for all students with IEPs.</li> </ul>

- Monthly grade level inquiry team professional development sessions focused on Questioning and Discussion Techniques-Sessions will be devoted to the attributes of this component in Danielson’s Framework through classroom observation, video observations and book study of Number Talks and Socratic Circles.
- Sept – April: Three goals and objectives teacher conferences with either the Principal or Assistant Principal
- Sept-June: two to three weekly scheduled grade level inquiry teams which consists of specific instructional planning activities. Each grade team consists of grade teachers and support staff .The teams plan units of study that include the Dept. of Education Instructional Expectations aligned to the Common Core Shifts in English Language Arts and Mathematics, and use the ATLAS protocol to look at student work..
- IPE team trained all teacher in the use of the SESIS system that documents all activity related to special education services for students with IEPs NYC DOE or CFN Network training offerings and workshops ( Respect For All Training, ESL, ELA & Math Common Core Standards, Charlotte Danielson Teaching Framework, Performance Based Assessments, Response to Intervention, Special Education Reforms)
- Focused inter-class visitations throughout the school year
- Mentor assignments for one new teachers and mentoring schedule from September to June.
- Bilingual Transitional Program inquiry team that meets two times a month. The team will study the latest research on Dual Language education to inform their instructional practices.
- Grade level teacher teams attend all training sessions on the Literacy and Math curriculums

**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).

- Teachers will receive PD every Monday from September until June. Topics are based on the needs reflected through walk through, informal observation, formal observations, school leadership team and surveys.
- Teachers attend city wide professional development offered by the DOE and colleges.
- Additional PD is provided through consultants for Math and ELA throughout the school year.

**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.).
<ul style="list-style-type: none"> <li>• School screening process to identify reading and writing readiness for all incoming kindergarten students.</li> <li>• Parent school tours with local head start programs hosted by the Assistant Principal and /or Parent Coordinator .</li> <li>• Turning five special education evaluation process for entering kindergarten students.</li> </ul>

**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.
<p>A committee was formed to identify assessments that would be used to determine city and state measures of performance. The committee was composed of six teachers representing all grades level (K-2 and 3-5) as well as teachers who teach other disciplines. The committee reviewed assessments identified by the state and city as well as universal assessments used at the school level. The committee selected from each category to measure student progress. Through teacher teams, professional development is provided to analyze assessment results listed below in order to inform instruction.</p> <ol style="list-style-type: none"> <li>1. State ELA and Math Results – Item Skills Analysis</li> <li>2. New York City Performance (Baseline and Benchmark) Assessments – Individual student’s performance</li> <li>3. Fountas &amp; Pinnell – Miscue analysis to provide conference support to student during independent reading.</li> <li>4. Go Math Pre and Post (Unit) Tests – Class and individual student testing performance</li> <li>5. Ready Gen – End of Unit Performance Based Assessment</li> </ol>

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	250,454.00	x	Pages 12,17,19
Title II, Part A	Federal	196,673.00	x	Page 12,17,19
Title III, Part A	Federal	14,100.00	x	Page s 19
Title III, Immigrant	Federal	0	x	p.17
Tax Levy (FSF)	Local	2,096,869.00	x	Pages 12,17,19

### **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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. The Bilingual Bicultural School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The

school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Bilingual Bicultural School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

The Bilingual Bicultural School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>The Bilingual Bicultural Schoo</u>	DBN: <u>04M182</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>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:           The Title III Program that is being developed at P.S. 182 is a direct instructional supplemental program. It will consist of an afterschool ESL program focusing on developing literacy skills in the areas of speaking, listening, reading, and writing in order to build English proficiency. We will build on what students already know and provide the necessary scaffolding that is responsive to the needs of our English Language Learners. The program will target students who score at the beginners or intermediate levels of the NYSESLAT or below the cut score of the NYSITELL. The program will consist of 60 students. The Title III program will be a two year program that will take place November 2014 to April 2015 and November 2015 to April 2016. Students in grade Kindergarten through second grade will participate in the program from November through January, in each school year. Students in third grade through fifth grade will participate in the program from February to April, in each school year.

The ESL after school classes will be conducted every Wednesday and Thursday from 3:00 P.M. to 4:30 P.M. for a total of 60 hours of activity per school year. The language of instruction will be English. The staff will consist of 3 certified bilingual teacher, and 1 supervisor. The Title III afterschool program will need a supervisor because there are no other programs operating at the same time as the Title III program in P.S. 182. The supervisor will provide instructional leadership by organizing professional development, conducting walkthroughs, and providing feedback. The supervisor will oversee the dismissal process and communicate with parents.

The personnel cost for the program will be \$12,000. The cost of new materials will be \$2,448 for books, charts, notebooks, and writing materials. The books that we will be using are Continental's New York ELLs workbooks, and leveled libraries.

## 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:           Title III teachers will receive professional development through in-house workshops led by the assistant principal, literacy coach, and classroom teachers. The rationale behind the following workshops is to provide professional instruction that will assist teachers in planning effective instruction, develop literacy strategies, and enhance their assessment techniques.

The teachers to receive training are six teachers who teach transitional bilingual education classes during the school day and a reading teacher. Two of these teachers will be participating in the Title III ESL Afterschool program.

The duration of each workshop listed below will be for 45 minutes.

<u>Topics to be covered</u>	<u>Schedule</u>	<u>Provider</u>
<u>Teaching Models for SWDs and ELLs</u>	<u>October 2014</u>	<u>Ms. Jimenez &amp; Ms. Rivera</u>
	<u>(Special Education Teachers)</u>	
<u>Scaffolding Learning</u>	<u>November 2014</u>	<u>Ms. Wanda Fontanez</u>

### Part C: Professional Development

(A.P.) _____		
Designing Formative Assessments (Coach)	December 2014	Ms. Diana Guiterman
Preparing students for the NYSESLAT (Coach)	January 2015	Ms. Diana Guiterman

### 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: \_\_\_\_\_ Parents of ELLs will participate in a series of workshops to help families understand the academic expectations for students and ways to support them at home.

They will also participate in nutrition workshops and asthma workshops that are designed to help improve the health of our students by bringing awareness on important health issues that impact physical and cognitive development.

The parents will be notified about these workshops through monthly calendars distributed in English and Spanish.

The workshops are scheduled during the school day and during the after school parent engagement block. There will be similar trainings the following school year for the Title III ELL parents and all parents of ELLs will be invited. The duration of the workshops listed below are from 40 to 60 minutes:

Topic	Date	Provider
Healthy Cooking Workshop Volunteer/Chef	October 2014	Ms. Escamilla – Parent
Nutrition Workshop	November 2014	Columbia University
Reading Independently at Home Coach	December 2014	Ms. Guiterman – Reading
Motivating Math Games	January 2015	Ms. Sanchez – Math Coach
Asthma Workshop	February 2015	Mt. Sinai School Based Clinic

### Part E: Budget

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>182</b>
School Name <b>P.S. 182 Bilingual Bicultural Mini Schoo</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Yasmine Perez</b>	Assistant Principal <b>Wanda Fontanez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Marisol Rodriguez</b>	School Counselor <b>Sarah Martin</b>
Teacher/Subject Area <b>Jennifer Martinez/DL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	0	Number of certified bilingual teachers <u>not</u> 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	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	361	Total number of ELLs	129	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	129	<b>Newcomers</b> (ELLs receiving service 0-3 years)	127	<b>ELL Students with Disabilities</b>	
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	76	0		2	0		0			0
<b>DL</b>	51	0		0	0					0
<b>ENL</b>	0	0		0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	29	19	20	10								0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**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	28	15	23	2	0	0	0	0	0										0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): <u>2</u>	Number of students who speak three or more languages: <u>0</u>
---------------------------------------------------------------------	----------------------------------------------------------------

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	12	0	2	1	4	2								0
<b>Emerging</b> (Low Intermediate)	5	2	7	0	4	1								0
<b>Transitioning</b> (High Intermediate)	7	5	11	0	7	1								0
<b>Expanding</b> (Advanced)	4	16	7	19	3	6								0
<b>Commanding</b> (Proficient)	3	2	0	2	1	3								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	3	3	3	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	4	0	0	0
4	8	5	1	0	0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

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

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

- 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.  

The students in our school are assessed in early literacy skills using the Fountas and Pinnell Benchmark Assessment Systems in both English and Spanish. This year's results showed that 23 students were at level AA in Spanish. The 5 remaining ELLs were not ready to be tested. The students in First Grade have currently been assessed in Spanish. The results showed that 14 students scored level AA, 4 students scored level A, 2 students scored level B, 0 students scored level C, and 3 students scored level D. The students in Second Grade are assessed in Spanish and English. In English, the results showed that 4 students did not reach a level A in English, 7 scored level A through level C in English, and 12 scored level D through level G in English. In Spanish the students ranged from level A to level L. The results indicate that the students are learning how to read in their first language at a more advance rate than their native language in kindergarten through second grade. In second grade, the students are scoring higher in Spanish, but are making progress in English. This data will help inform the school's instructional plan in terms of differentiating instruction, forming small groups, and structuring after school programs. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

What is revealed NYSITELL and NYSESLATT is the following:

  - 36% of the kindergarten students who were assessed using the NYSITELL scored in the Entering level. This was the highest percentage in the performance levels for that grade.
  - 68% of the first grade students who were assessed using the NYSESLAT scored at the expanding level. This was the highest percentage in the performance levels for that grade.
  - 50% of the second grade students who were assessed using the NYSESLAT scored at the transitioning level. This was the highest percentage in the performance levels for that grade.
  - 90% of the third grade students who were assessed using the NYSESLAT scored at the expanding level. This was the highest percentage in the performance levels for that grade.
  - 35% of the fourth grade students who were assessed using the NYSESLAT scored at the transitioning level. This was the highest percentage in the performance levels for that grade.
  - 50% of the fifth grade students who were assessed using the NYSESLAT scored at the expanding level. This was the

highest percentage in the performance levels for that grade.

- 1 student was tested using the NYSITELL in first grade and scored in the Expanding performance level.
- 5 students were tested in second to fifth grade and they all scored at the Entering performance level.
- 40% of the students who were either tested using the NYSITELL or NYSESLAT scored in the Expanding level. With support, these students have the potential to move into the commanding performance level and reach English proficiency this year.

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

At our school we use the AMAO tool to focus on the academic achievement of specific subgroups of students in order to design effective instructional programs and interventions. We use this data to analyze factors such as years of ELL service, NYSESLAT proficiency and progress, ELA and math performance. The tool supports teachers and administrators to identify students who exhibit risk factors in order to provide targeted interventions.

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?

In all the grades (kindergarten through fifth grade) 60% of our ELLs are either transitioning or expanding in English proficiency. The students are faring better in reading exams in their home language in grades K-2, as opposed to students in grades 3 – 5 that are reaching English proficiency and are taking exams in the second language. The results of the ELL periodic assessment are used to determine if students are meeting the standards and to determine what interventions are needed. The school leadership uses the information from the ELL Periodic Assessments to meet with teachers in order to determine the goals and objectives for the students. Teachers use the information to design and implement targeted supplemental supports, to make recommendations to the RTI team, and to identify students for after school programs.

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](#).]

Referrals are made to the RTI committee by classroom teachers. During the RTI meetings, the committee draws on multiple sources of information to examine achievement at the classroom level such as standardized exams, unit tests, teacher produced exams, and classroom observations. The data is analyzed through a language acquisition lens. The teacher, with the assistance of the RTI committee, designs and implements targeted supplemental supports, that include Tier1 intervention in the classroom. Students are also referred to the Literacy and Math specialist who provide Tier II intervention. The progress is monitored over time and the plan is adjusted when necessary.

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

The school makes sure that a student's new language development is considered in instructional decisions because teachers develop unit plans, schedules, and lessons to meet the needs of the students. They take into consideration the students' targets of measure and bilingual progressions to determine what are the areas of need. They look at data from the NYSESLAT to determine if they proficiency levels in each modality. They use differentiated instruction, scaffolding, and flexible groupings to deliver instruction. This is evidenced in classroom observations, classroom environment, and lesson plans.

7. For dual language programs, answer the following:

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

In our school we have three dual language classes. Two of the dual language classes are in Kindergarten and one in First grade. The teachers assess the English Proficient students in the target language using the Fountas and Pinnell Running Records. The targeted level of language proficiency for the English Proficient students is beginners for Kindergarten Dual Language and intermediate for First Grade Dual Language. The students are not assessed in these two grades in state exams that assess math or ELA.

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

The success of our program for ELLs is measured by analyzing data from assessments such as the NYSESLAT, Fountas & Pinnell Reading Assessments, and New York State Exams. Also, teachers observe the behavior of ELLs to determine if students are using the second language in their daily communication, classwork, and homework.

## 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.

When a parent arrives to the school with their child for registration there is a parent interview in English or in Spanish by the assistant principal, Wanda Fontanez and a bilingual teacher. The parent is given a registration packet that includes the Home Language Identification Survey (HLIS) in their native language. The parent is given assistance in filling out the documents. The student is given an oral interview to determine if he is an English Language Learner. The HLIS is reviewed by a bilingual teacher. If it is determined that the student is a possible ELL, the NYSITELL is administered by 10 school days from registration. If the NYSITELL indicates that the student is an ELL, then the Spanish Lab is administered.

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).

Students are identified as SIFE based on student work, class assessments, and teacher observation by within 30 days of enrollment. This information is communicated to administration and a plan of intervention is designed for the student which may include working with bilingual teachers in lower grades, attending after school programs, and differentiating homework.

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

An LPT team determines a student’s eligibility for special education services and the language in which special education programs and services are delivered. The assessment process may include observations, and an interview with the child, and information from the IEP. Based on the evidence, the LPT makes 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 Language Proficiency team includes a school administrator, the school psychologist, a bilingual teacher, and the parent.

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.

Our school ensures that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned by assigning a staff member to distribute materials to our ELL parents. Follow up calls are made by office personnel. If forms are not returned, the default program for ELLs is the Transitional Bilingual Education Program as per CR Part 154.

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).

Parents are informed during the Parent Orientation Meeting that they have a right to appeal ELL status within 45 days of enrollment. A review of ELL identification determination would commence upon written request by the parent. Before a change in ELL determination is final, parental consent, and principal and superintendent approval are required.

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.

Outreach to our parents continue throughout the school year and is on going. As we receive new admits, parents are invited to workshops and orientations. They are provided with an orientation at the beginning of the school year. Parents are shown the NYC Department of Education’s Orientation Video for parents of Newly enrolled English Language Learners; parents are provided with handouts describing programs in their Native Language. In addition, the procedure of choice is explained to each parent as part of their rights to choose a program; a question and answer period is provided. Individual assistance is given to parents that need more information and further clarification by the assistant principal, Ms. Wanda Fontanez. The default program for parent selection forms that are not returned is the transitional bilingual program.

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.

Upon completion of administering the NYSITELL to Newly arrived ELLs, the assistant principal communicates with parents using the parent notification letters in the translated versions. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child’s placement. Names of parents who have not returned the forms are then turned over to the school secretary, Maria Torres, so phone calls can be made. The returned documents as well as the forms we received during orientations are stored in the main office. Copies of each document is made and the originals are placed in the students records.

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

The office staff reaches out to parents who have not completed the Parent Survey and Program Selection forms through phone calls. They are invited to come in during the parent engagement time on Tuesdays to meet with a bilingual teacher to complete the forms. Forms are monitored and kept in a binder in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.  
**Placement parent notification letters are given to the classroom teacher to distribute to parents.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**The returned documents as well as the forms we received during orientations are stored in the main office. Copies of each document is made and kept in a binder. The originals are placed in the students' cumulative record file.**
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**The NYSESLAT is administered to ELLs in the following way**
- **Staff members are given the DOE testing calendar to make them aware of the testing dates for NYSESLAT**
  - **Parents are notified of the testing dates in a school calendar**
  - **RLEP report is generated by the testing coordinator to determine the students in each class who will be given the NYSESLAT**
  - **Teachers are given lists of the students who will be tested in their classrooms. Testing accommodations are made.**
  - **The Listening, Reading and Writing sections will be administered during 3 consecutive days.**
  - **Students will be pulled from their classroom by the testing coordinator during the testing window to take the speaking section of the NYSESLAT.**
- The bilingual teachers responsible for administering the NYSESLAT are Ms. Martinez, Ms. Diaz, Ms. Colon, Ms. Gomez, Ms. Bremer, Ms. Rodriguez, and Ms. Proano.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Providing information related to school and student programs, meetings and other activities is sent to parents of participating children in a language that parents can understand. The information is distributed through multiple mailings. Parents are also contacted through phone communication.**
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).  
**All of our Kindergarten parents of ELLs have requested the Dual Language Program that our school has opened this year. Prior to this year, parents have requested a transitional bilingual program. We have a dual language program in Kindergarten and First Grade. We also have a transitional bilingual education program in grades second through fifth. There are two parents that are requesting an ENL/ESL program. Our school is in the process of hiring an ESL teacher.**

## 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.  
**N/A**
  - b. TBE program. *If applicable.*  
**There is one TBE class in each grade from second to fifth grade. The students in each grade remain together throughout the day in one classroom. The classes are heterogenous in terms of proficiency levels. Students are taught by a certified bilingual teacher. Instruction is given in their native language and in the second language according to proficiency levels.**
  - c. DL program. *If applicable.*  
**There are two dual language classes in kindergarten and one dual language class in first grade. The classes are heterogenous in terms of proficiency levels and include English proficient students. Language of instruction is alternated day by day (one day is English, the next day is Spanish). The students remain together throughout the day.**
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)?

HLA is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In students practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the workshop model for ENL instruction (shared reading, guided reading, read alouds. etc). The instructional minutes are delivered based on the CR-Part 154 mandates: Students that are Beginner and Intermediate receive 360 minutes of ESL instruction (8periods weekly), advanced students receive 180 minutes of ESL instruction (4periods weekly) and (4pds of ELA). In our TBE program instruction is provided 75% in their native languauge and 25% in English: Beg=90 min per day, Inter=45 min per day, adv=45 min per day. As the students develop fluency in English, the instructional time will increase as outlined by the CR-Part 154. In our dual language program students receive 50% instruction in Spanish or NLA and 50% instruction in English on a weekly basis.

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

Core content is delivered in the following way:

Grades K- 1 (DL)

Language of instruction 50/50 model - one day English, one day Spanish

A.M. Schedule

Morning Routines 30 minutes

Reading Workshop 90 minutes

Writing Workshop 30 minutes

P.M. Schedule

Math Workshop 45 minutes

Social Studies 45 minutes

Science 45 minutes

Grade 2 (TBE)

A.M. Schedule

Readers' and Writers' Workshop – 90 minutes (Native Language)

One Cluster Period (Art, Music, Gym, or Literacy ) – 45 minutes

P.M. Schedule

Math Workshop – 60 minutes (Native Language)

Social Studies - 30 minutes (ESL)

Science – 30 minutes (ESL)

Grades 3 – 5 (TBE)

A.M. Schedule

Readers' and Writers' Workshop – 120 minutes (English Language)

Social Studies – 30 minutes (ESL)

P.M. Schedule

Math Workshop – 75 minutes (English Language)

Native Language Arts – 60 minutes (Spanish Language)

Science – 30 minutes (ESL)

One Cluster Period (Art, Music, Gym, or Literacy ) – 45 minutes

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

Teachers use assessments such as the Spanish Lab, ELE, Fountas and Pinnell running records in Spanish, Estrellita benchmark assessments to evaluate students throughout the year. Results are discussed during periodic goals and objectives meetings with teachers and administration.

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

ELLs are evaluated in the four modalities throughout the year as teachers conduct classroom lessons. They observe students' listening and speaking skills to determine what are the areas of need that will drive instruction. They also conduct individual student conferences to evaluate students reading and writing skills.

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

Differentiation for ELL subgroups and SIFE students is conducted in the following manner:

- Our instructional plan for a student with interrupted formal education or SIFE may include working in small group with a bilingual paraprofessional, receiving intervention services such as AIS, or participating in an ESL After School program.

- An ELL student who is developing will receive instruction in his native language by classroom teacher and Bilingual Pupil Services intern. In Kindergarten through second grade, students receive extra help through an after school Title III ESL program. Students in third grade through fifth grade, who have been in the U.S. for more than one year, attend an Academic Math and Reading after school program to prepare them for the standardized exams.
- Our plan for Long Term ELLs is to provide continued support in a transitional bilingual class. The NYSESLAT is reviewed to determine English proficiency level and the areas of need. These students will work in a small group in the classroom with classroom teacher or an intern. They will also receive support in AIS programs, and after school programs.
- Our school does not have any English Language Learners that have received more than 6 years of services.
- Our former ELL students remain in a bilingual class or are placed in a non-bilingual class after meeting with the parent to discuss student progress and options available in the school. In addition, they receive 90 minutes of ESL instruction weekly.

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.

Students who have been re-identified as ELLs or non-ELLs will be monitored throughout the year to determine that the student’s academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period.

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

The instructional strategies and grade level materials that teachers of ELLs –SWDs use are the following:

- Strategy: SIOP model is used for vocabulary development, text adaptation, and hands on learning
- Strategy: Reciprocal Teaching for comprehension development
- Materials - Foundations Phonics Program
- Materials - Ready Gen Reading Program
- Materials - Go Math tiered activities
- Materials – Tiered Vocabulary Program

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricula, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and obtain English proficiency in the following ways:

- Establish a schedule where teachers push in to support ELLs with disabilities
- Provide common planning for the general education and special education teacher to plan around the students’ IEP goals and language needs
- Utilize various instructional models of co-teaching
- Teachers participate in inquiry work in their grade teams, data inquiry teams, and bilingual instructional team

Chart

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

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

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

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



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

Chart

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

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

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

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

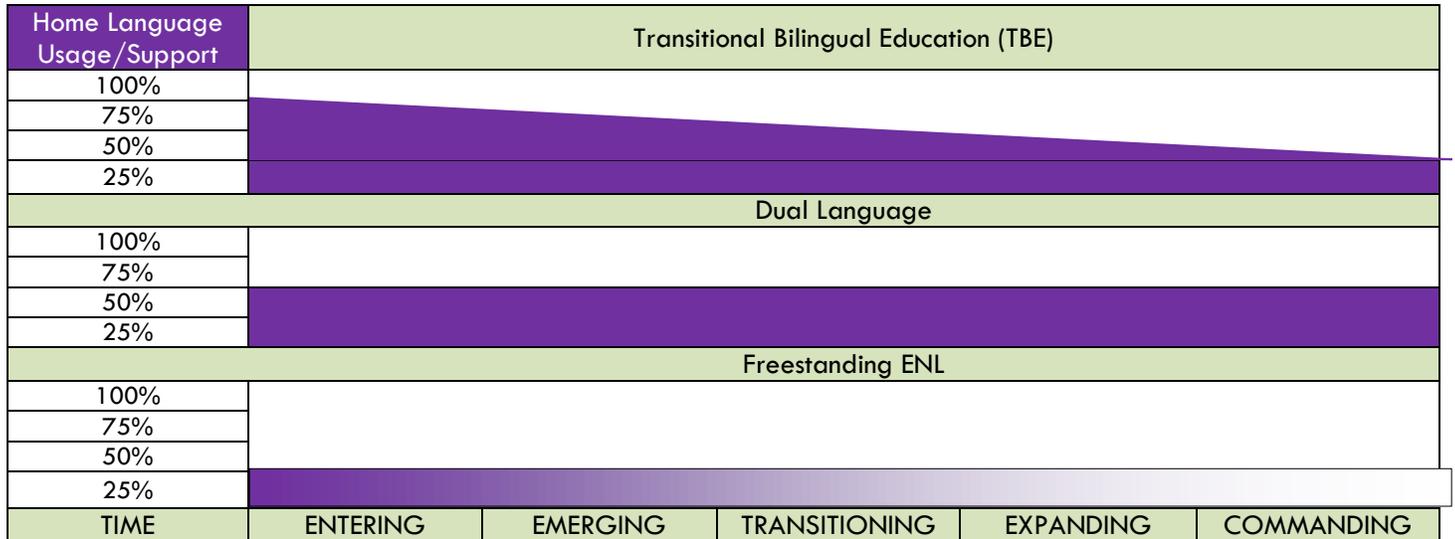


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention programs for ELLs in ELA, math, and other content areas are:
- In grades kindergarten through fifth grade, a full time Bilingual Pupil Services paraprofessional works in a small group with students to provide support in ELA, math, and other content areas to ELL students. The teacher works with students in Spanish and English depending on the students' English proficiency.
  - Students in kindergarten through fifth grade also receive Academic Intervention Services through a literacy and math specialist in a push – out program. These services are given in Spanish and English.
  - ELL students participate in an ESL after school program (10 students per class). Students who score at the beginners or intermediate level of the NYSESLAT receive these services. Students in grades Kindergarten to Second grade participate in this after school program from October to January. Students in grades 3 to 5 participate in the ESL after school from January to April. The ESL after school classes are conducted twice a week for 120 minutes.
  - Students in grades 3 to 5 also receive support in the area of literacy and math during the academic after school from November to March. Reading is taught in English in preparation to the NYS ELA and math is taught in both English and Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The targeted intervention programs for ELLs in ELA, math, and other content areas are:
- In grades kindergarten through fifth grade, teachers provide Tier I intervention in small groups using differentiated instructional strategies. The teacher works with students in Spanish and English depending on the students' English proficiency.
  - Students in kindergarten through fifth grade also receive Academic Intervention Services through a literacy and math specialist in a push – out program. These services are given in Spanish and English.
  - ELL students participate in an ESL after school program (10 students per class). Students who score at the beginners or intermediate level of the NYSESLAT receive these services. Students in grades Kindergarten to Second grade participate in this after school program from October to January. Students in grades 3 to 5 participate in the ESL after school from January to April. The ESL after school classes are conducted twice a week.
  - Students in grades 3 to 5 also receive support in the area of literacy and math during the academic after school from November to March. Reading is taught in English in preparation to the NYS ELA and math is taught in both English and Spanish.
12. What new programs or improvements will be considered for the upcoming school year?  
We are in the process of hiring an ESL teacher to further differentiate instruction for ELLs.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. Teachers work together in grade level teams in order to ensure cohesive instruction. Teachers also plan trips together and special events. The ELLs are given the opportunity to participate in the Title III ESL after school program, the Academic after school program, and extra-curricular activities offered in the school.
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.  
Materials such as leveled books, text books, and big books are provided in Spanish and English for ELLs. Supplementary materials are also used such as picture cards, math manipulatives, and science instruments. Teachers use technology such as the Smart boards, lap tops, and tablets to present lessons and engage students in interactive games. Students also use the computer lab in the school to reinforce learning and work on projects.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
The students in the transitional bilingual education program and the Dual Language program receive support in their native language in the Readers and Writers' Workshop and during the Math workshop. Students have materials in Spanish such as the Estrellita Phonics Program, Spanish word walls, Spanish classroom libraries, and Spanish charts. Students are also given home work in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services such as SETTS, Speech, and AIS are age and grade appropriate, the curriculum is grade specific and is supported with curriculum maps, teacher made materials/resources and texts.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Students and parents receive an orientation upon registration by the assistant principal and the parent coordinator. Teachers provide a packet of information and activities. Information of after school programs are made available. Appointments for physicals are scheduled for newly enrolled students by the school based Mt. Sinai Pediatrics Clinic

19. What language electives are offered to ELLs?

**Our school does not offer language electives.**

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)?

The language model that is used in the dual language class is the self-contained model. The students who have been identified as EPs integrate 100% of the time with students identified as ELLs. The core content areas are taught in both English and Spanish, alternating language from one day to the next, for example Monday is Spanish, Tuesday is English, and Wednesday is Spanish etc. Emergent Literacy is taught in both languages.

## **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.)

Professional development plan for teachers:

- Grade Level PD in Questioning and Discussion Techniques
- Grade Level PD in Mathematics based on Number Talks
- Ready Gen Training
- Go Math Training
- Instructional Expectations & the Common Core Standards PD

During Chancellor's Conference Days, in September and November, teachers receive more than 10 hours in ELL training.

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?

Paste response to question here:

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Support given to staff in order to assist ELLs as they transition from elementary to middle school is the following:

The school's middle school liaison, teachers, parents and students attend meetings, fairs, and open houses to become aware of what each middle school in the district has to offer. Fifth grade support staff which include teachers, school social worker, and middle school liaison, meet with students to discuss possible schools that would meet the specific needs and interests of ELL students. Students receive guidance and materials throughout the middle school choice process.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers receive professional development that is ELL specific during Monday's professional development time (15% of total hours. Agendas and sign in sheets are kept in order to record time and participants. Teachers of ELLs participate in Dual Language Workshops, Workshops given by The Department of ELLs, and book studies that total 50% of total hours of professional development.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers invite parents to school in September during Curriculum Night to present the goals of the bilingual program and the materials being used. Teachers also set up individual meetings with parents after school, on Tuesdays, during the Parent Engagement session to discuss the language development of the ELLs and assessment results.

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.

Teachers have a sign in sheet to keep a record of parents they are meeting with. Teachers keep anecdotal notes of the meeting and recommendations. Teachers also reach out to parents through phone calls.

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

Parents attend meetings hosted by the Parent Association. They also attend workshops that are scheduled by the Parent Coordinator. Parents are involved in organizing special events such as EL Dia de Ninos (Children's Day), Teacher Appreciation Luncheon, and Cinco De Mayo assembly program. They also attend after school computer classes.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Community Based Organizations such as Metropolitan Hospital, NY Fire Department, Union Settlement, Violence Intervention Program (VIP), and Vida Y Esperanza to provide workshops and services to ELL parents.

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

The needs of the parents are evaluated through surveys and discussions during meetings hosted by the Parent Association and the Parent Coordinator. The needs are also evaluated based on meetings that parents have with teachers.

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

Parent involvement activities such as Math Workshops, Literacy Workshops, and Homework workshops help parents become aware of the academic needs of their children. The school's health fair, Diabetes Workshop, asthma workshop, and other health related activities help parents become aware of issues that can affect the wellness of their families. Activities organized by the Parent Coordinator and sponsored by parents such as EL Dia de Ninos celebration, El Cinco de Mayo assembly program, and the Scholastic book fairs help parents become an integral part of the school community.

### 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.

No additional information is attached

**School Name: P.S. 182**

**School DBN: 04M182**

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)
Yasmine Perez	Principal		10/12/15
Wanda Fontanez	Assistant Principal		10/12/15
	Parent Coordinator		1/1/01
Marisol Rodriguez	ENL/Bilingual Teacher		10/12/15
	Parent		1/1/01
Jennifer Martinez	Teacher/Subject Area		10/12/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sarah Martin	School Counselor		10/12/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **04M182** School Name: **P.S. 182**  
Superintendent: **A. Estrella**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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 uses data from the Home Language Survey, student emergency cards, and ATS reports to obtain information about language preferences of parents for oral and written communication. The Home Language Report from ATS indicates that 50% of our parents speak English, 48% speak Spanish, and 2% speak another language.

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.

The parents' preferred languages of communication are English, Spanish, Arabic, Hindi, Mandarin, and Quechua.

### 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.)

The documents that our school disseminates every year that need translations are welcome letters, brochures for curriculum night, monthly school calendars, after-school program information, testing calendars, and parent workshop flyers.

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.

The formal face-to-face parent meetings are the following:

September 17	Curriculum Night
October 1	General Parent Meeting
November 5	Parent Teacher Conferences
March 3	Parent Teacher Conferences
May 5	Parent Teacher Conferences

### **Part C: Providing Language Assistance Services**

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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.

Written translation of school notices will be provided by the assistant principal or secretary who are both fluent in English and Spanish. Classroom teachers and office personnel are also able to translate letters sent home. Parents receive double sided notices in English and Spanish. No outside vendors are necessary.

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.

Oral interpretation is provided by school staff such as administrators, parent coordinator, and office personnel. No outside vendor for oral interpretation is needed.

## **Part D: Training Staff on Policies and Procedures**

---

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

Staff members will be provided with a Translation and Interpretation Brochure to become aware of translation services . There will be a Language ID Guide and Language Palm Card available in the main office.

## **Part E: Providing Notice of Language Assistance Services**

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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 will receive a notice of language assistance services through a letter sent home. Parents will also be aware of translation services through the parents' bill of rights.

## **Part F: Monitoring and Quality Control**

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

Our school will receive feedback of the quality and availability of services through parent surveys, general parent meetings, and school leadership meetings.