

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M210

School Name:

**P.S./I.S. 210 - TWENTY-FIRST CENTURY ACADEMY FOR COMMUNITY
LEADERSHIP**

Principal:

EVELYN LINARES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Twenty-first Century Academy... School Number (DBN): 06m210
Prek-8th grade
Grades Served: _____
School Address: 501-503 West 152 Street, New York, N.Y. 10031
Phone Number: 212-283-0012 Fax: 212-283-0017
School Contact Person: Evelyn Linares Email Address: elinare@schools.nyc.gov
Principal: Evelyn Linares
Miguel Guity
UFT Chapter Leader: Jennifer Dionicio
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mayra Palacios
Student Representative(s): _____

District Information

District: CSD # 6 Superintendent: Manuel Ramirez
4360 Broadway, New York, N.Y. 10033
Superintendent's Office Address: _____
MRamirez4@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan BFSC-
District 6 Director: Yuet Cheu
333 7th Avenue 8th Floor, N.Y., N.Y. 10001
Director's Office Address: _____

ychu@schools.nyc.gov

Director's Email Address:

917-705-5856

718-923-5146

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)
Evelyn Linares	*Principal or Designee	
Miguel Guity	*UFT Chapter Leader or Designee	
Jennifer Dionicio	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mayra Palacios	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>	
Hector Cuevas	CBO Representative ACDP	
Ann-Marie Cervone	Member/ admin	
Isabel Lobelo	Member/ admin	
Anyelina Guzman	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosa Garcia	Member/ admin	
Andrea Mata Reyes	Member/ parent	
Johanny Reinoso	Member/ parent	
Alexandra Hernandez	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.

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Twenty-first Century Academy for Community Leadership, P.S. /I.S. 210, is a Pre-Kindergarten to Grade 8 dual language school, where high standards and multiple forms of assessments are used to evaluate the progress of children. In partnership with the Community Association of Progressive Dominicans, Inc. (ACDP), a local CBO, children and families are provided with the social/emotional, physical, and academic support that they need to be productive citizens. Our school is dedicated to achieving academic excellence for all its students through standards-driven instruction, a nurturing environment and the development of the civic and social skills necessary to function productively. Our mission is to provide a dual language learning experience that will enable all students to become lifelong learners and leaders in their communities and in our global society.

Our school is located on 501-503 West 152 Street in Hamilton Heights. It is housed in a new state of the art building where we have a gym/auditorium (gymnatorium) in the cellar and fully equipped specialty rooms for Science, Art, Music, and Library.

On average our school has been showing academic growth and improvement from year to year both in Math and ELA vies-a-via the district and citywide scores. In ELA 16% of our students met the ELA state standards with an average score of 2.4 out of 4.5. The City average was 28% and the District was 17%. In math we showed great er improvement, 22% of the students met State standards with an average score of 2.5 out of 4.5 in the math. The City average was 34% and the District average was 22%. Thus, while we can do more to improve our scores in both reading and math we have been able to maintain some of the progress from the previous year in ELA with a 1% drop only from last year's ELA score. 94% of our 4th graders passed the Science with 3s & 4s, far above the city average. However, only 42% of 8th graders received a passing grade on the science test. While the average is lower than what we would like, it was much higher in comparison to our peer schools and not too far off from the citywide average. Those 8th grade students who were selected to take the Living Environment Regent passed. In addition, 90% of the students taking the Spanish LOTE test passed with an average grade of 80 and above.

Our school provides a warm and nurturing environment where students and parents feel welcomed as evidenced by our environmental survey. 94% of the students stated that they felt safe in their classes, and 91% stated feeling safe in the hallways, bathrooms, and cafeteria. Students are being offered a varied and engaging curricular program. 92% of the students are satisfied with the instructional core of our school, our continuous effort to improve our school's academic curriculum, student learning, and our school culture. In addition, we have formed partnerships with many organizations in order to expose our students to a wide range of academic as well and social experiences before, during, and after school. The programs include: Out of School Time (OST). Champs Physical Education, Sumba dance classes, and Opus dance program for selected 5th, 6th, 7th, and 8th grade students. Furthermore, we have advisory groups that allow students to form lasting relationships with a teacher and ten other students. One area of concern is that only 74% of students surveyed said that most adults and students were treated with respect. Although we did better than the city and the district in this area, I would like to continue to improve on this average.

Our parents also feel that our school provides students with a supportive environment in which to learn. 94% of the parents in our school are satisfied with their child's education. Our parents volunteer and enthusiastically participate in classroom activities, workshops, and meetings. Even if parents are unable to come to school, they are willing to support teachers by providing snacks and/or supplies for the classroom. In addition, we hold several school wide community events arranged by the parents, such as the school wide luncheon, where parents bring a favorite dish for lunch and we share it as a community. Their consistency and dedication are critical to the growth and school climate of our school.

Our teachers work collaboratively within and across grades and help foster a sense of community. 97% percent of the teachers would recommend this school to parents, (80% city /86% district). This percentage is significant because it reflects that teachers feel committed, valued, and appreciated by the students, parents, peers, administration, and other staff members. All of our teachers are licensed in the area they work in and received a rating of “effective” or better. The attendance rate for teachers is 95%.

Our school does an excellent job of supporting our special education students. Parents of students with IEPs appreciate the hard work that their children’s teachers extend, and feel teachers go “the extra mile” to provide strategies and ideas to support students at home. In the environmental survey, 99% of the parents stated that students with disabilities are included in all activities. In addition, 88% of the parents of children with IEPs stated there was enough variety of services and activities for their children. Evidence of our success with special education students can also be found on the “Quality Snapshot.” On the state ELA test compared to other students who scored at the same level last year, we received a rating of “Excellent” for improvement of our students with special needs, and a rating of “Good” for improvement of our lowest performing students in the bottom third. On the state math test compared to other students who scored at the same level last year, we received a rating of “Good” for improvement of students with special needs.

As a school we have fostered and developed many partnerships and collaborations with different organizations. We work closely with City College, Bank Street College, and Teacher’s College for support in academic development. We have received several grants to enhance our programming and offer students a variety of experiences including: CASA grant/Horticultural, OPUS, Artistic Dreams, Dance Theater of Harlem. We are also the beneficiaries of Reso 8 council grants that have helped to supply our school with laptops, computers, ELMOS and Smart-boards. We have also been offered a grant from ACDP for the social and emotional support of families and students.

06M210 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	441	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.0%	% Attendance Rate		94.4%
% Free Lunch	88.5%	% Reduced Lunch		6.2%
% Limited English Proficient	35.9%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.4%
% Hispanic or Latino	96.6%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# 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)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.8%	Mathematics Performance at levels 3 & 4		22.0%
Science Performance at levels 3 & 4 (4th Grade)	87.5%	Science Performance at levels 3 & 4 (8th Grade)		19.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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	YES	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	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

After analyzing the 2014-2015 Quality Review and Environmental Survey, we looked at our school’s “Areas of Celebration” and “Areas of Focus” to help us prioritize and develop our school wide goals.

Based on 2014-15 Quality Review Report

Our areas of strength with a rating of well developed are:

- 1.1: Our school ensures 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.
- 3.4: Our school establishes a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations.

Our areas of focus with a rating of proficient are:

- 1.2: Our school needs to work on developing 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.
- 2.2: Our school needs to work on aligning assessments to curricula, use ongoing assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- 4.2: Our system for improvement is to engage teacher teams on structured professional collaborations using an inquiry approach that promotes shared leadership, and focuses on improving student learning.

Based on the 2014-2015 Environmental Survey Report our areas of strengths in percentage of parents and students response are:

- Our structures for supporting a positive learning environment, inclusive culture. And student success.
- Our families regularly engage in school decision-making, activities, and open exchanges of information regarding students’ progress.
- A comprehensive use of resources to support instructional goals that meet students’ needs.

Our areas of focus in percentage of students and parents response are:

- To support and evaluate teachers through feedback using the Danielson framework and analysis of learning outcomes.
- Reaching the 18% of the students’ feel that they need to be challenged.

- Reaching the 18% of the students feel that their teachers don't ask difficult questions in class.

Further looking at the data we observed that an area of strength and celebration is our ability to establish a positive learning environment, inclusive of culture and student success. Moreover, we have good communication and outreach with the parents and the alignment of school resources to support instructional goals that meet student' needs.

Regarding our academic program, particularly the rigorous instruction, curricula and assessment are aligned to inform instruction. Using the Depth of Knowledge Framework (DOK), our teachers have designed performance tasks that are aligned to the common core learning standards in both ELA and Mathematics. In addition, they include UDL strategies that support the instructional goals and meet the individual needs of both English Language Learners and students with special needs.

An area of focus is to have consistency across classrooms and grades. Although we have developed strong performance tasks, our teacher teams need to develop effective systems to analyze, note, and to improve student progress within and across grades. In addition, we need to fine-tune our systems for regularly communicating progress to students and parents to ensure the achievement of learning goals. Furthermore, the quality review snapshot suggests that our school develop research-based, effective instruction that yields high quality student work.

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, students from 3rd through 8th grade will demonstrate progress toward achieving the CCLS as measured by a 5% increase in student scoring at levels 2 and 3 on the NYS ELA Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
	All students All students	Sept. 2014- June 2015	Teachers

<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>ELA</p> <ul style="list-style-type: none"> In ELA, teachers will continue to develop units and monthly unit pacing calendars by using Teachers College and Accelerated Learning as their core curriculum and supplementing with Core Knowledge, Ready Gen and Code-x materials. In ELA teachers will use CCLS rubrics to evaluate the writing across the genres. The rubrics allow teachers to identify the areas in which students can do well, what they need to improve on, and allow students to reflect on the goals they need to work on to become better writers. <p>Curriculum Development</p> <ul style="list-style-type: none"> Develop 3b of the Danielson Framework by closely studying question and discussion techniques in order to engage students and promote student independence. Integrating DOK when developing lesson plans and facilitating class discussions where students support opinions with evidence. To develop monthly pacing unit calendars, which will describe the learning target and activities for each lesson. 	<p>Teachers</p> <p>Teachers</p>	<p>Sept. 2014- June 2015</p> <p>Dec. 2014- June 2015</p> <p>Sept. 2014- June 2015</p>	<p>Teachers</p> <p>Christina Cepero, ELA Coach</p> <p>Christina Cepero, ELA coach, Lidia Pellerano, Math Coach; AP & Principal</p>
<p>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).</p> <p>ELLs and Students with Special Needs</p> <ul style="list-style-type: none"> After analyzing classroom data and identifying students in need of Academic Intervention Services, the AIS team 			

<p>and growth reports between beginning of the year, midyear and end of year results.</p> <ul style="list-style-type: none"> Teachers develop parent newsletters and hold parent workshops to engage parents in the academic development of their students. 	Parents		All teachers; coaches, AP, Principal
<p>Activities that address the Capacity Framework element of Trust</p>		Every week/ Tuesdays	All teachers; coaches, AP, Principal
<ul style="list-style-type: none"> Set a common meeting time, two periods a week, where teachers have the opportunity to participate in common planning in their grade/study group. Devote planning time to develop ELA and Math tasks aligned to the CCLS and Danielson Framework that increase the rigor of instruction by incorporating higher order thinking skills. 	Parents	Multiple times a year	All teachers; coaches, AP, Principal
<ul style="list-style-type: none"> Through participation in PLCs every Monday, teachers enhance their leadership capacity while they work as members of collaborative teams that focus on improving their teaching and student learning. 			All teachers; coaches, AP, Principal
<ul style="list-style-type: none"> Teachers will participate in inter-visitation to develop knowledge of the strategies and best practices for engaging and supporting students with special needs. 	Parents	Multiple times through-out the year.	
		During Monday PLC	ELA & Math Coaches, AP, Principal
	Parents	Multiple times a year	
			All teachers; coaches, AP, Principal

	All Teachers except specials		
	All teachers		All teachers; coaches, AP, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: Teachers, coaches, staff developers and consultants

Instructional resources: Accelerated Literacy Learning units, Teachers college units, Core Knowledge Skills Strand, Code X, EngageNY, Go Math, CMP3

Schedule adjustments: Creating times within the schedule for common planning periods and study group on a bi-weekly basis, (ELG: Early Literacy Groups for grades K-5 and LG: Learning Groups in grades 6-8) also carved out in the schedule to allow for intervention at least 2 to 3 times a week, Monday Professional Learning PD’s, per session.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded	X	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, students in grade K through 8 will demonstrate progress toward achieving Common Core Learning Standards in ELA as measured by teachers baseline (September/ October), and the mid-line (January/ February) assessments in reading, and on-demand writing tasks.

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

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

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

Part 1 – Needs Assessment

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

Strengths

According to the 2014-2015 NYC School Survey, a total of 100% of the students that took the survey online, 90% and above of the students felt that our school was safe and supported by their teachers.

- 93% of the students felt safe in the hallways, bathrooms and cafeteria.
- 97% of the students felt safe in their classes.
- 97% of the students feel that teachers have high expectations of them and want students to become better thinkers, not just memorize things.

And based on the 2014-2015 Quality Review Report,

- 96% of the students feel like they are learning a lot in their classes.
- In all classrooms, students have opportunities to engage in rigorous tasks on their own, in pairs or in groups to build high critical thinking, participation and high level work products.
- 97% of the students felt that teachers explain things further when students don’t understand something in class and make suggestions on how to improve.

Priority Needs

According to the 2014-2015 NYC School Survey;

- 18% of the students feel that they need to be challenged.
- 18% of the students feel that teachers don’t ask difficult questions in class.

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 middle school students will show a 5% improvement on school environment and safety section of the NYC School Survey.

By June 2016, students response will increase based on the level of rigor of class assignments and the type of questions teachers are asking during the lessons.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Advisory and counseling sessions provide students with a place to discuss challenges they face with peers both in school and at home. • “Choice time” and “electives” allows a student to develop social skills with peers in different grades while developing areas of interest. • Town hall meetings allow students to celebrate accomplishments and discuss areas of concern in a structured environment. • Student Internet Safety classes and Gang Awareness classes are conducted with the grades 5 – 8. These classes are conducted by the NYPD Youth Division and allow students to develop an awareness of respect online and target cyber bullying. 	<p>All students</p> <p>All students</p> <p>All students</p> <p>All students</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p>	<p>Classroom teachers; Admin. Staff</p> <p>Classroom teachers; Admin. Staff</p> <p>Classroom teachers; Admin. Staff</p> <p>Classroom teachers; Admin. Staff</p>

<p>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)</p> <ul style="list-style-type: none"> Teachers engage students in activities that help them to develop trust and social skills through morning meetings; town hall meetings; and school wide activities where we come together as a school. Literacy celebrations develop a sense of community and allow students to celebrate their cultural backgrounds. Peer tutoring allows students to build trust with other peers by supporting each other in academic. Buddy reading program between the elementary students and the middle school students helps establish a sense of community between the elementary and middle school. 	<p>All students</p> <p>All students</p> <p>All students</p> <p>All students</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p>	<p>Classroom teachers; coaches, Admin. Staff</p>
<p>Strategies to increase parent involvement and engagement</p> <p>Parents are invited to different activities (ie. Literacy celebrations, school presentations, classroom visits and one on one meetings with parents on Tuesdays). The parents will be able to increase their involvement with the students and the school through scheduled curriculum meetings, PA meetings and parent teacher meetings.</p>	<p>All parents</p>	<p>Sept-June</p>	<p>Classroom teachers; coaches, Admin. Staff and PA</p>
<p>Activities that address the Capacity Framework element of Trust</p> <p>By having the teachers invite the parents to class activities, trips, school events, parent conferences, PA meetings, workshops parents feel welcomed in the school and can help support the school environment and development of community among the teachers, students and parents.</p> <ul style="list-style-type: none"> ACDP /Audubon Youth Partnership Casa Grant / Horticultural Reso 8 computer laptops 	<p>Students /Parents</p>	<p>Sept.-June</p>	<p>Classroom teachers; coaches, Admin. Staff</p>

<ul style="list-style-type: none"> • Artistic Dreams • SONYC210 OST after school program for middle school • K to 5th grade afterschool paid for by parents • LINC (Literacy INC.) • City Harvest • CHALK (Choosing Healthy Active Lifestyle for Kids) 	Students/Parents	Sept.-June	Classroom teachers; coaches, Admin. Staff, outside CBO & other DOE, and community partners
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Human Resources: Counselor, Teachers, Coaches</p> <p>Instructional Resources: Advisory Program, Culturally Relevant Curriculum</p> <p>Schedule adjustments: Plan ELG (Early Literacy Groups and LG (Learning Group) time into the schedule.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, students will be given a mid-point survey that will include some of the questions from the NYC Schools Survey asking the students to provide feedback of the indicated activities on school climate and quality of tasks given in the classroom.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Study Group: Teachers collectively ensure that learning needs are met during study group. During bi-weekly study group, teachers are given the opportunity to collaborate and discuss student work through inquiry or descriptive review. Teachers have the option to be in an ELA or math group to plan for the year. The ELA coach and Math coach devise a year long pacing calendar that will address some of the school wide goals and also based on the needs of the teachers. As a result, instructional strategies targeting different groups of students are aligned across classrooms. Teachers evaluate the effectiveness of these discussions through ongoing reflective feedback. After several meetings on sharing best practices and analyzing student work through inquiry, teachers and coaches conduct learning walks to continue the planning and effectiveness of the implementation of strategies.

Learning walks: teachers are given the opportunity to visit other teachers on a particular target area. Last, year we had 3 cycles of inter-visits where teams of teachers observed other teachers in the area of 3b: questioning and discussion techniques. This decision was based on the analysis of the ELA and math scores. Teachers also gathered evidence from the predictive, Fountas and Pinnell and other interim assessments used in the classroom. This data showed that students had difficulties understanding open-ended questions; as a result intervention was required for groups of students who made little improvement. This year, our focus will continue to be on questioning and discussion, but through the lens on conferring 3d: using assessment in instruction and 3c: engaging students in learning. Teachers will observe each other during a conference AND also record low inference notes on the type of questions that are being asked from the teacher and students. Immediate actionable feedback is given through the lens of critical friends which are discussed during our bi-weekly study group meetings.

Professional Learning Communities: While reviewing teachers surveys at the beginning of the school year, specific areas have been identified. As a committee of teachers, coaches and administrators we discussed these areas and also identified other target areas that are aligned to the school wide goals and quality review feedback. Teachers also collaborate during the Monday PLC (professional Learning Communities). Teachers have the option to select an area that they would like to focus on. The work that the teachers do during this time has been planned out in cycles of 5 weeks. During these cycles teachers create an action plan, model best practices and provide each other with feedback and suggestions. During the last cycle of planning, all teachers meet together and share out the work they did and also discuss some of the success and challenges.

An area that we will continue to work on ongoing collaboration among teachers to analyze students work closely through inquiry discussions as early as October 2015. Teachers will plan together to devise a plan that will promote high expectations and student engagement.

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 of 2016 teachers will continue to collaborate and analyze students work closely through inquiry, followed from discussions, which derived from as early as October 2015. Teachers will meet 4 times during the year to develop a set of activities and strategies identified in the action plan.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Through the Danielson Framework teachers create a template to take low inference notes during the inter-visits. This information is gathered and discussed with the team during study group meetings. Teachers provide actionable feedback. • During our scheduled study group time on a bi-weekly basis, teachers are provided the opportunity to participate in ELA or Math to do a vertical alignment of our curriculum, Inquiry work, and conferring. Through the use of the Core Curriculum, the CCLS, UDL strategies and DOK levels we are able to create coherence across classrooms and across grades. • Through Monday PLC (professional learning communities) meeting, teachers collaborate and support each other to develop effective practices. 	<p>Teachers</p>	<p>Sept-June</p>	<p>Coaches, AP, Principal</p>
	<p>Teachers</p>	<p>Sept-June</p>	<p>Coaches, AP, Principal</p>

		Sept-June	
	Teachers		Coaches, AP, Principal
<p>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).</p> <ul style="list-style-type: none"> • Through the development of conferring skills and through Inquiry cycles, the teachers can become more skilled in looking at students in a more individualized way. • Periodic assessments are administered to identify areas for re-teach as a whole class, small group or individualized instruction. • Through conferring, teachers identify students strengths, weaknesses and misconceptions to plan lessons, games or anchor activities. 	Teachers	Sept-June	Coaches, AP, Principal
<p>Strategies to promote teacher-parent collaborations to improve student achievement</p> <ul style="list-style-type: none"> • Inviting parents to school activities, events and workshops where they can learn and understand the expectations at their child's grade and the learning progression across the grades. • Teachers communicate with families every Tuesday during the parent engagement block after school. Teachers communicate to families about supports needed to help their child advance in the class and areas of growth. • Parents meet with teachers during curriculum evening to discuss the learning that will take place during the school year. • Monthly PA meetings are organized by the parent coordinator to inform families about the Instructional shifts, strategies they can use at home to support their child's learning and school-wide expectations. • Teachers organize workshops to provide parents with ongoing strategies that will support the child's learning throughout the year. • Our parent coordinator has developed support families. • LINC (Literacy INC.) • Parents K-5 are invited to participate in literacy events twice a year. One event is to celebrate Dr. Seuss. Parents 	parents / teachers	Sept-June	Coaches, AP, Principal Parent Coordinator
	parents / teachers	Sept.-June	Coaches, AP, Principal Parent Coordinator
		Sept.-June	
	parents / teachers	Sept.-June	Coaches, AP, Principal Parent Coordinator

are encouraged to read a Dr. Seuss book in their child's class. The second event is TIGER Day (together in getting everyone reading). With the help of teachers, parents choose an age appropriate book to read aloud to the class.	parents / teachers	Sept.-June	Coaches, AP, Principal Parent Coordinator
	parents / teachers	Sept.-June	
	parents / teachers	Sept.-June	Coaches, AP, Principal Parent Coordinator
	parents / teachers		Coaches, AP, Principal Parent Coordinator
			Coaches, AP, Principal Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Human Resources: Consultants, coaches, teachers</p> <p>Instructional Resources: Data, low inference tool, meeting protocols</p> <p>Schedule adjustments: Common Planning Time; Monday PLC, Tuesday Parent Engagement</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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- By February 2016 teachers will be given a survey that will address various systems for improvement. Teachers will provide feedback on how we can make the planning time more effective and meaningful.

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.

To build capacity and support teacher teams in data driven inquiry work, the school provides opportunities for teachers to engage in inter-visitations and receive feedback from their peers and from the administrative team. The Danielson Framework for Teaching is used by teachers and the administrators to build a common language of best teaching practices for implementing Common Core aligned instruction to ensure student progress in all content areas and to strengthen teacher pedagogy. Additionally the school affords teachers opportunities to receive professional development facilitated by English language arts and math coaches and consultants from Educational Options.

In looking at the 2015-2016 overview of our Quality Review we identified areas of celebration and areas of improvement

Areas of Celebration

1.1: Curriculum

Findings: The instructional team ensures that the curricula is aligned to the Common Core State Standards and the content standards and strategically integrates the instructional shifts across grades and subject areas. Academic tasks offer all students including English language learners and students with disabilities access to rigorous and engaging learning experiences.

Impact: As a result, the school curricula decisions ensure coherence across grades and rigorous tasks support high levels of student thinking and promote college and career readiness for all students.

3.4: High Expectations

Findings: School leaders and staff consistently embed high expectations in all aspects of school culture, focusing on the Danielson Framework for Teaching and college and career readiness, and successfully partner with families for mutual understanding of those expectations.

Impact: Systems and structures that support a culture of high expectations, responsibilities, and professional collaboration for staff, students and families effectively communicate mutual accountability amongst all stakeholders for achieving the expectations of the Common Core Learning Standards.

Areas of Improvement

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.

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

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 the end of June 2016, teachers would have participated in at least 3 effective leadership activities that demonstrate their abilities as teacher leaders.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p>			

<ul style="list-style-type: none"> Collaborate with Consultant Stephanie Lippman from NYC Mathematics Project and Dr. Jane Spielman, a consultant from Educational Options (ELA) to help Christina Cepero (ELA coach) and Lidia Pellerano (Math coach) to develop plans, strategies, and systems that empower teachers and encourage them to take on leadership roles. Revise our Dual Language allocation policy to ensure parity of time spent in English and Spanish instruction through a collaborative effort between faculty, school leadership and Dr. Luisa Costa from Bank Street College. 	Classroom teachers; ESL teachers	Sept-June	Classroom teachers; coaches, Admin. Staff
<p>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).</p> <ul style="list-style-type: none"> By using a combination of curricula and strategies we are able to accommodate for those students who need targeted teaching instruction, while at the same time highlighting and developing teacher leaders. We are focusing on Danielson 3D, Assessment for and as instruction . In order to granularly identify specific needs we are training teachers to utilize multiple measures to help students become independent learners. For example teachers are using baseline assessments, individual conferences and student-friendly rubrics and goal setting to zero in on discrete skills. 	Classroom teachers; ESL teachers	Sept-June	Classroom teachers; coaches, Admin. Staff
<p>Strategies to promote parent leadership and engagement as a key lever for school improvement.</p> <ul style="list-style-type: none"> Providing teachers with systems and structures that enable them to take leadership roles in communicating with parents and engage in initiatives such as the following: Sending newsletters home indicating the work that is going to be done for the week and sharing a brief explanation to the parents as to what is going on. Meeting with the parents to explain the Quality Review Snapshot. Encouraging faculty to hold regular family workshops such as a recent 4th grade math parent workshop. Collaborating with the family coordinator and the school librarian on inclusive family programs i.e. parent book clubs and student book fair with parent volunteers. 	Parents	Sept-June	Classroom teachers; coaches, Admin. Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Consultants, ELA and Math coach

Instructional Resources: Inter-visitations and learning walks schedule in to observe best practices.

Schedule Adjustments: Per session for teachers to provide parents with workshops, lead Monday PLC meetings

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 the end of February 2016 the teachers would have completed at least 2 of the 3 effective leadership activities that demonstrate their participation as teacher leaders in the role of planning, assessment, sharing best practices and inquiry.

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.

Our parents feel that our school provides students with a supportive environment in which to learn. 94% of the parents in our school are satisfied with the education that their child has received. Our parents volunteer and enthusiastically participate in classroom activities, workshops and meetings. Even if parents are unable to come to school, they are willing to support teachers by providing snacks and/or supplies for the classroom. In addition, we hold several school wide community events arranged by the parents, such as the school wide luncheon, where parents bring in a favorite dish for lunch and we share it as a community. Their consistency and dedication are critical to the growth and school climate of our school.

In our 2014-2015 Quality Review, one of the areas of celebration was around our parent involvement. The superintendent found that “families regularly engaged in school decision making, activities, and an open exchange of information regarding students’ progress toward school and class expectations.”

Although we traditionally do a good job of communicating with parents, we would like to make sure we are consistently communicating with parents both about strengths and struggles students face and tracking our interactions with parents to ensure we are reaching out to all parents.

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 all teachers will have communicated with the parents of each student at least 5 times a year through school events, parent workshops, meetings, newsletters, Tuesday parent engagement meetings, emails and Robo calls through blackboard connect. Teachers document the interactions with parents by uploading them in Dropbox on a weekly basis. This system is used to help track and measure student performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>In September and October, the parent coordinator meets with the 5th and 8th grade students and parents discuss the transition to middle and high school.</p> <p>In November and December, the parent coordinator provides weekly orientation to parents for Pre-k enrollment.</p> <p>Parent meetings are organized throughout the year to share information about school activities, expectations and policies.</p> <p>Teachers meet with parents on Tuesday Parent outreach time to discuss students’ needs and strategies that they can use at home to help their children.</p> <p>We invite parents to participate in activities where they can learn how to use technology to access important information on their children.</p>	<p>Parents</p> <p>Parents</p> <p>Parents</p> <p>Parents</p>	<p>Sept.-Oct. 2015</p> <p>Nov.-Dec. 2015</p> <p>Sept.-June 2016</p> <p>Sept.-June 2015</p> <p>Sept.-June 2015</p>	<p>Monica Benavides, G..C Concepcion Quezada, P.C.</p> <p>Concepcion Quezada, P.C.</p> <p>Concepcion Quezada, P.C.; Coaches; P; AP</p> <p>Teachers, Coaches</p> <p>Parent Coordinator</p>

<p>Parents are also invited to other informative workshops on cyber bullying; domestic violence; gangs; internet responsibility and fire prevention.</p>	<p>Parents</p> <p>Parents</p>	<p>Sept.-June 2015</p>	<p>Parent Coordinator, Coaches</p>
<p>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).</p> <p>All parents get invited to the different workshops that help parents to better understand how their students are doing in school and how they can help their children do better in school.</p>	<p>Parents</p>	<p>Sept.-June 2015</p>	<p>ESL teachers, Parent Coordinator</p>
<p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p> <p>Staff communicates with parents by email; robo calls and newsletters to ensure they are aware of the many activities in our school.</p> <p>We have community building activities. I.e. December Holiday luncheon; end of the year field day trip; trips to the museum with parents and students and cooking classes.</p>	<p>Parents</p> <p>Parents</p>	<p>Sept.-June 2015</p> <p>Sept.-June 2015</p>	<p>parents; Parent Coordinator; teachers</p> <p>parents; Parent Coordinator; teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Consultants, ELA and Math coach, parent Coordinator, PA</p>

Schedule Adjustments: Per session for teachers to provide parents with workshops, newsletters, and translation services.

PA meetings and events

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 of 2016 all teachers will have communicated with the parents of each student at least 3 out of the 5 times a year through school events, parent workshops, meetings, newsletters, Tuesday parent engagement meetings, emails and Robo calls through blackboard connect. Teachers document the interactions with parents by uploading them in Dropbox on a weekly basis. This system is used to help track and measure student performance.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>Students are identified academically at risk by their classroom teacher who implements intervention. Teachers are given opportunities during study group to analyze the data from June. They use this information to form small groups. We use the Benchmark Fountas and Pinnell Reading System to identify students reading level. We also use the Common Core Learning Standard Rubric to evaluate the narrative, informational and the opinion and argument writing. We use this information to group students who are struggling, students who are performing on grade level and students who are accelerating.</p>	<p>ELG (Early Literacy Groups) for grades K-2</p> <ul style="list-style-type: none"> • Classroom teachers, coach and ESL teachers work with 5-6 students 3 times a week at the same time. • During this time teachers pick up their group and work on guided reading, word study, or specific writing skills based on classroom interim assessments provided by the classroom teachers. • In grades 3-5 teachers have 	<p>All students receive small group instruction during ELG (early literacy group) time. Intervention and enrichment support are in place for each group which consists of 5-6 students.</p> <p>ELG (Early Literacy Groups) for grades K-2</p> <ul style="list-style-type: none"> • Classroom teachers, coach and ESL teachers work with 5-6 students 3 times a week at the same time. • During this time teachers pick up their group and work on guided reading, word study, or specific writing skills based on classroom interim assessments 	<p>These services are happening during the school day. ELG and LG time has been added in the schedule as a time for teachers to work with a small group, meet with same grade teacher to plan and reflect on best practices, and also regroup on a monthly basis depending on the growth the students made.</p>

		<p>guided reading scheduled in every day. They confer with students on an ongoing basis to identify students who need the most support and also students who need to be challenged.</p> <p>In grades 6-8 we have a specific time carved out in the schedule to have intervention/enrichment. During LG (literacy groups) two middle school teachers push in three times a week and work with a small group of students on a specific skill. Our focus this year has been on opinion and argument based on the results from the baseline writing in September.</p>	<p>provided by the classroom teachers.</p> <p>In grades 3-5 teachers have guided reading scheduled in every day. They confer with students on an ongoing basis to identify students who need the most.</p>	
<p>Mathematics</p>	<p>Students are identified academically at risk by their classroom or subject teacher who implements intervention.</p> <p>Teachers are given opportunities during study group to analyze the data from June. K-2 teachers use the math endlines and</p>	<ol style="list-style-type: none"> 1. Teachers review material that needs mastery through differentiated problems of the day. 2. Peer tutoring during choice time for grades 6, 7, and 8 twice a week. 3. Additional Math/Science 	<ol style="list-style-type: none"> 1. One- to -one peer tutoring 2. Small group instruction (push/in or pull/out) 	<p>These services are happening during the school day. Intervention time is added in the schedule as a time for teachers to work with small groups. Common preparation periods are scheduled so teachers can meet with same grade teachers to plan and reflect on best</p>

	<p>articulation notes to identify students at risk. 3-8 teachers use the data from the Math State Exam to identify and form small group based on skill/strand that needs mastery.</p>	<p>/Technology</p> <p>Class given as problem solving strategies.</p> <p>4. Math coach pushes into classes once a week to provide additional support and facilitate small group instruction of at risk students during the class period.</p> <p>5. Math teachers have two periods of math intervention to work with at risk students in small groups.</p>		<p>practices, and also regroup on a monthly basis depending on the growth the students made.</p>
Science	<p>Our middle school science teacher administers a predictive during the beginning of the school year. The information gathered from this assessment helps the teacher to determine her groups for enrichment and academic intervention.</p>	<p>Math coach pushes in to 6th grade for reinforcement.</p> <p>Science teacher differentiates the work in the classroom based on the data and needs of the students.</p>	<p>Grade 6-8 science teacher works with a small group in the Living Environment.</p> <p>Grade 6-8 science teacher works with small groups in the classroom. and differentiates the works based on the needs of the students.</p>	<p>During the school day. Living Environment is offered as an enrichment course to the 8th grade students 4 periods a week during choice and elective.</p>
Social Studies	<p>Our middle school teachers administers a on demand writing performance task during the beginning of the school year. The information gathered from this assessment helps the teachers to determine their groups for enrichment and</p>	<p>Middle school teacher pulls out twice a week and works with a small group of students on specific skills.</p>	<p>Push in/ small group</p>	<p>During the school day. ELA/Social studies teachers in the middle school work with a target population twice a week during choice time. Students will stay in this group to receive intervention based on data for the duration of an 8 week cycle.</p>

	academic intervention.			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are identified at risk by their classroom teachers who implement graduated intervention strategies including small group and differentiated instruction.</p> <p>At risk students may also be referred to the Pupil Personnel Team for possible psycho-educational evaluation and special education services.</p> <p>We also provide academic tutoring, social and emotional support to our at risk students through services offered by our local CBO, The Community Association of Progressive Dominicans, Inc.</p>	<p>The school's guidance counselor provides individual counseling, small group counseling and crisis intervention to students and families at risk, including referrals for community based supports and mental health services as needed. The counselor supervises the Middle School Advisory Program in which small groups of students are paired with a faculty advisor who they meet with on a weekly basis to receive academic and social support with an emphasis on career, high school and college readiness training.</p>	Individual and small group counseling.	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Some of the strategies and activities that we have in place to ensure that we hire the most highly qualified teachers are as follows:</p> <p>Recruitment:</p> <p>Candidates who show an interest in a position are interviewed by a team of administrators, teachers and parents. The committee develops a list of questions based on their knowledge in the content areas, dual language philosophy, pedagogical practices, behavioral management, and parent/community outreach. If the committee shows an interest in a candidate, the interviewee is scheduled during the same week for a demo lesson.</p> <ul style="list-style-type: none"> • We look at our Bilingual Pupil Services interns for possible candidates. • We also look at the open market for possible candidates. <p>Retention:</p> <ul style="list-style-type: none"> • Teachers are encouraged to develop and strengthen their skills as reflective practitioners by taking on leadership roles in their study group meetings and during the Monday Professional Learning Community time. The ELA and Math coach supports teachers to carry out their responsibilities in alignment with the school-wide goals and Instructional Shifts as described in the CCLS, • Teachers across the grades have also formed a variety of committees to support each other (i.e. Inclusion committee, curriculum planning and intervisitations). We have them share their knowledge and expertise with the school community and parents in efforts to sustain a cohesive learning environment that promotes leadership. <p>Assignments:</p> <p>We assign teachers based on their interest, seniority and strengths.</p>

Professional Development:

We view professional development opportunities as an integral part of teacher development where teachers are allowed to reflect on practice, solidify their understanding on what is effective instruction and do inter-visitations on what effective practice should look like.

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 engage in biweekly study groups primarily focused on inquiry work. The groups are divided into cohorts of grades K-2; 3-5; and, 6-8. Within the cohorts the teachers are allowed to choose an area of interest between Literacy or Math. Decisions for the year's PD is developed based on the feedback of the Quality Review, analysis of assessments and the individual needs of our staff.
- In the early part of the year the study group participants analyze student baseline data to identify the areas of need. Teachers use the data to improve their practice and for vertical alignment across the grades. Teachers who administer and grade MOSL assessments use the information gathered from the data to inform their instruction. They create their groups focusing on specific indicators that need to be reinforced. Teachers also integrate the various Core Curriculum programs into their existing units and discuss how to use the new resources as a supplement to meet the needs of their diverse students. This year, our focus will be on **3b: questioning and Discussion Techniques; 3c: Engaging students in Learning and 3d: Using Assessment in Instruction from the Danielson Framework**. These decisions were made by a committee of administrators and teachers based on the analysis of student work.
- **Professional Development:** Teachers from various grade levels have the opportunity to visit peer schools to observe demo lessons and strategies to implement in their own classroom.
- **Learning walks-** Teachers engage in inter-visitations to observe teachers practice.

The NYC Mathematics Project (Consultant) - Middle school mathematics teachers work with Stephanie Lippman to develop and implement units and assessment tasks aligned to the Common Core using CMP3 and EngageNY units of study.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Orientation meetings are conducted by the parent coordinator in November-December for families that show an interest in our dual language program. During these meetings, parents are informed about our school philosophy, policy and expectations. A **tour** is also provided for parents to get a sense of the school environment and culture. The parent coordinator highlights key features of our school (i.e. “state of the art” science lab, art room, music room, roof top playground, large gymnasium (gym/ auditorium) and large and inviting library.

Our parent coordinator also participates in **school fairs** to recruit students for Pre-Kinder and Kindergarten.

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.

- In **Math**, the K-2 teachers create and revise baseline assessments that are administered 3 times a year. In grades 3-8, teachers administer the baseline assessment generated through NYC Schoolnet. The mid-line assessment is created by the teachers by selecting specific performance tasks in the text “READY” aligned to the CCLS. Based on the analysis of base and mid-line assessments, teachers create short periodic assessments which reflects the incorrect answers. The Blackline Master from the Board of Education is used as the end-line.
- In **ELA**, we use the CCLS rubric to evaluate student pre and post writing performance tasks. Teachers meet in grade teams to create performance tasks for each genre and are administered across the grades. During study group, teachers norm, grade and evaluate the quality of the writing to make informed instructional decisions. Informal evaluations are done through daily conferences and are documented through the use of teachers created checklist.
- **Benchmark assessment** program by Fountas & Pinnell in English for grades K- 8 in English was decided collaboratively by the teachers, coaches and administration. We noticed that the WRAP in English no longer addressed some of what has been identified in the ELA instructional shifts. We needed an assessment tool that asked higher order thinking inference questions and not just the literal. After reviewing the sample questions between the two assessment tools, collectively we decided that using Fountas and Pinnell will be the best tool to evaluate students reading and comprehension level among other skills. We still use WRAP (Writing Reading Assessment Profile in Spanish in grades 3 to 8 since Fountas and Pinnell is not available in Spanish.
- We use the Estrellita program as our RTI program in Spanish and Foundations in English. In the case of both the Estrellita and the Foundations program we have sent teachers and their paras out for training in the use of Estrellita. We have also put in place many RTI strategies that have been turn keyed by our ELA coach and AP, who attended the training for RTI. Parts of our strategies have been to look at creative ways to give extra support to our targeted students.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	277,051.00	x	Budget Attestation
Title II, Part A	Federal	36,992.00	x	5a
Title III, Part A	Federal	16,652.00	x	5a, 5b, 5c, 5e
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,556,327.00	x	5a, 5b, 5c, 5d, 5e

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Twenty-first Century Academy for Community Leadership]**, 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. **Twenty-first Century Academy for Community Leadership** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

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

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

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

School-Parent Compact (SPC)

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

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

2. Parent/Guardian Responsibilities:

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

3. **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>PS/IS 210-Twenty-first Century</u>	DBN: <u>06m210</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: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: _____

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: Begin description here: _____ The rationale of the PS/IS 210 Title III afterschool program is to address the academic and language skills of students from grades 4 through 8. The program provides ESL and SSL instruction to 45 students that are new arrival ELLs; long term ELLs; as well as ELLs that are also SIFE and deficient in their native Spanish, and students that are English proficient that need additional help in Spanish as their second language. The program is scheduled to run approximately for 24 weeks, from 3 to 5 pm on Wednesdays and Thursdays. The program began on October 16, 2014, and is scheduled to end on Thursday, May 7, 2014. The language of instruction will be in English with the exception of those SIFE students who are in dire need of becoming literate in their native language Spanish, and those students that are English proficient but need additional help in Spanish. The ESL component is taught by Isabel Lobelo and Soledad DeLeon, both licensed in ESL; the instructional focus is to advance the students' reading, writing, listening and speaking skills through student-initiated project-based research. The spanish component is taught by Josefina Baez, licensed bilingual teacher, who will be providing instruction in Spanish to students who are SIFE, and those in need of more instruction in Spanish. These teachers will be using materials chosen on the various needs of their groups, and on the topic we have chosen as a group. Per the CCSS, the topic chosen for this year is Immigration, which is connected to Social Studies and History. Students will research the history of immigration in the U.S., with a focus in NYC, and the social issues affecting immigrant children and children of immigrant parents, such as peer pressure, abuse of technology, and social media. We know that immigration is a huge component of the American thread, yet it is not studied in depth. In addition, it is becoming a stigma among the youth to say you are an immigrant. Our purpose for teaching this topic is not only to educate the student in the four skills of language acquisition, but also to politicize and empower the students through their own experience as immigrants themselves, and additionally debunk any stigma or negative connotation about being an immigrant.

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: _____ As a Dual Language school our professional development program focuses on differentiating learning for the students through the 6 Traits for Writing Plus One. The teachers are being provided with support on how to further breakdown instruction in order to have the students focus on reading and writing through conferencing, mini lesson, and group discussion. The focus for all students is the development of ideas; the organization of ideas, word choice, sentence fluency and voice. The writing also focuses on different genra studies where the students use personal narratives, non -fiction paragraphs; opinion and argument; realistic fiction and poetry to develop students' thinking and writing. Throughout the program the Title III teachers will be trained on how to use language functions and language structures in their planning in order to address the different needs of the students. The teachers will also be trained on how to focus on vocabulary development for all

Part C: Professional Development

students using first hand experiences; TPR; cognates and by breaking things down in a comprehensible manner without watering down the curriculum of CCLS.

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: _____

In addition to the mandated activities for parents to attend throughout the year, such as orientation meetings, monthly workshops, and parent-teacher conference meeting, parents of ELLs who are enrolled in the Title III after school program will be invited to additional workshops once or twice a month, via phone call or letter. The workshops will be from 3:00 pm - 5:00 pm, on Wednesday or Thursday of the last week of the month. These workshops will be provided by Ms. Angela Silverio, a fully certified Bilingual Common Branch teacher, who will be giving valuable information to parents to further their understanding on the CCLS, the new instructional expectations and how parents might help their children at home. Furthermore, they will also be given some basic social and survival English language instruction. For example, parents will be learning how to understand and fill out job applications, welfare forms, housing and or Section 8; how to ask for directions if they get lost in the subway, or expressing their needs when they go to the doctor or the emergency room, etc.

On the last day of the program parents, teachers and the principal and assistant principal will be invited to the culminating ceremony where students present their final projects.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 210
School Name Twenty-first Century Academy		

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 Evelyn Linares	Assistant Principal Camilo Mejia
Coach Christina Cepero - ELA	Coach Lidia Pellerano - Math
ENL (English as a New Language)/Bilingual Teacher Isabel Lobelo - MS	School Counselor Monica Benevides
Teacher/Subject Area Josefina Baez / Spanish	Parent
Teacher/Subject Area Kathie Cedillo / Math&Science	Parent Coordinator Concepcion Quezada
Related-Service Provider Berta Sanchez-Martin	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Wendy Hernandez / Spanish

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	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	24	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	7

D. Student Demographics

Total number of students in school (excluding pre-K)	410	Total number of ELLs	130	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): n/a
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English / 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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0					0
Dual Language	2	2	2	2	2	2	2	2	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	30
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	62	Long-Term (ELLs receiving service 7 or more years)	14

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
DL	130	6	6	24	0	9	11	0	7	0
ENL	n/a									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 n/a														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE Spanish	3	1	19	17	18	16	14	32	19	21	11	33	20	26	15	33	13	33	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE n/a									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>186</u>	Number of students who speak three or more languages: <u>1</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	4	0	0	0	2	4	6	3					0
Emerging (Low Intermediate)	0	6	1	0	1	1	0	0	0					0
Transitioning (High Intermediate)	0	0	6	1	3	4	4	2	1					0
Expanding (Advanced)	0	9	9	14	13	3	11	9	9					0
Commanding (Proficient)	1	15	0	4	0	2	4	6	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	16	23	4		0
6	20	18	4	1	0
7	18	22	8	2	0
8	17	24	4	1	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	4		15		5		5		0
6	5		16		7		4		0
7	12		8		12		2		0
8	13		18		3		1		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		1		21		19		0
8	2		25	2	21	1	0		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	14	0		
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)	2	9	53	9	9	17	44	73
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

In September we use the NYSITELL, SLAB (Spanish LAB-R), and the NYSESLAT results to inform us of the students' English and Spanish proficiency. This data helps us to identify and group the students for differentiated instruction, and ENL services. In grades K-8 we use the Fountas and Pinell (F&P) Benchmark assessment tool kit in English and Spanish; and in grades 3-8 we also the WRAP in Spanish. Both assessment tools aid us in determining if the student is literate or pre-literate in their native language. If the ELL student is not reading at grade level, we provide AIS services to comply with the NYS literacy standard using informational text. Based on the aforementioned assessment, Estrellita is also used for small group instruction in K-2, and Sábelotodo for grades 3-5. For grades 6-8 the WRAP guides us for NLA and guided reading instruction. We use the June endline test as a baseline for September's assessment as a starting point for some ELL students, and we test the incoming ELL students to determine their reading level, and English proficiency.

We had a concern with the Comprehension and Understanding part of the WRAP Spanish test because it did not give us enough information on the students' critical thinking, understanding, and reading comprehension. Also, the results were inconsistent when different teachers administered it. Thus, we chose Guy Su and Pinnel Benchmark Assessment kit in English and Spanish for grades K-3, these two tools being more rigorous and accurate and delving deeper in assessing the students' reading comprehension. We are also using the non-fiction books of the assessment tool in compliance with the NYS standards that addresses the usage of non-fiction, informational text, and argument writing pieces citing evidence. As a result of this, in our instructional planning we are including the NYS rubrics for personal narrative, informational piece, and argument writing through grades K-8, to teach ELL students how to develop their writing and express their ideas clearly. In addition, for grades 3-8 students get the ELE exam to measure the NLA proficiency; the results of the ELE also serve for the 8th graders to receive credits when they enter high school.

But as we analyze the scores this year, we notice that overall students have made progress and are slowly moving out of a level 1. This information is also true for our ELL population. The results in level 1 across the grades dropped; for example in grade 3 the percent of students who scored in a level 1 dropped by 20%, in grade 4 the results dropped by 10.2%, in grade 5 by 18.6%, in grade 6 by 8.8%, in grade 7 by 9.8% however in grade 8 the number of students who scored level 1 increased by 19.3% since 2013. The 2015 data that standsout is the following: In grade 3, since '13, there are more ELLs performing at levels 2&3, but in

2015 (we have no results from previous years) 49.9% were level 3, and since '13 more EP's are performing at level 2&3. Grade 4 ELLs in 2014 85.7% scored level 2, but in 2015 all were level 2. Grade 5 in 2015 85.7% scored level 2. Grade 6 in '13 31.3% level 2, in '14 50% were level 2, and in '15 the score was 100% level 2. Grade 7 level 3 ELLs went from 4.3% in '13, to 33.3% in 2015.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In regards to the NYSESLAT, historically, the students were far more proficient in the listening and speaking modality, than in the reading and writing. However, comparing the four modalities in the 2015 and 2014 NYSESLAT results we find that students from K-8 performed much better in 2014, than in 2015. This indicates how different and complex was the 2015 NYSESLAT exam. For example, the listening component was a challenge for all ELL students because the speed of the instructions and the stories read on the CD were too fast, plus the instructions did not allow for the CD to be played twice. In addition, in the reading piece students were required not only to find the main idea, but also finding the evidence that supported the main idea; and in the writing they were asked to create an argument piece based on a reading. Thus, if they had limited English vocabulary, they were unable to perform well. This is important to know because teachers are now aware that they must teach ELL students not only language acquisition, but also to be proficient critical thinkers and writers in the new language.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The modalities portion of the NYSESLAT is very important because we realized that although the students were able to talk and read more fluently in English, in fact their comprehension was far behind in reading and writing. This was significant difference in that often time their lack of experiences in the language did not allow them to fully grasp a concept let alone be able to write about with distinction. It is for this reason that we have opted to focus on vocabulary development and conventions of grammar. We have also looked at using more nonfiction books in the classrooms where the students can get more experience in the content as they read. We also use some of the strategies put in place by the common core where they can read with understanding and cite evidence from the text that can back up their responses. We also give them more rigorous materials, but understand that we need to put scaffold in place to insure that they are challenged, but not frustrated by the material.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. When we scored and analyzed the ELL's writing portion of the NYSESLAT, although some students applied argument skills in their writing, we found a deficiency in syntax, grammar, writing mechanics, developing ideas clearly, and spelling for grades K-8. For grades K-2, the ELL students that are not academic proficient, in either L1 or L2, they get instructional support in both English and Spanish throughout the day, during morning meetings, readalouds, writing workshop and in content areas. Grades 3-5 receive the support in both languages in ELA, NLA, ENL, and content areas. In grades 6-8 ELL students that are SIFE or pre-literate do not show a major improvement the first year of studying the new language, and the same students do not fare as well in Spanish either. However, the second year around they begin to show an improvement in both English and Spanish, thereby reflecting the instruction and support they receive in NLA and social studies in Spanish; and ELA and social studies instruction in L2, as well as ENL.
 - b. We do not use any standardized ELL periodic assessment. As a DY0 school, we use the pre-post benchmark assessment, F&P Guy Su, unit assessment, and standardized rubrics, as well as the SLAB (Spanish Lab-R). We use the results of these various assessments for differentiated instruction for K-8, scaffolding lessons to provide the ELL students with the support they need in English and Spanish. The analysis of the NYSESLAT data and other assessments indicates to us that we must modify our lessons to include more read aloud, book clubs and guided reading to provide opportunity to develop better reading and writing skills through constant exposure to the language and practice. Continued focus will be given to the reading and writing skills of the students in order to help them improve their receptive and expressive skills, and use it for their speaking, listening, and reading and writing development.
 - c. One thing we've learned is that ELL students pick up oral skills quicker than reading and writing skills in ENL. While some students can be fluent in speaking English, their comprehension does not necessarily make them fluent readers or proficient writers. They may be able to decode some complex text, but this does not mean they comprehend it, or that they can answer high order thinking questions efficiently. For these students the challenges they face in reading complex text becomes bigger in writing. It is for this reason that we switched our assessment tool from English WRAP to Benchmarks. We are hoping to do a similar switch with the Spanish Wrap, but Benchmarks has yet to complete their assessments tool in Spanish. As a dual language school, we value and support the students' home language and use it as a resource to transfer student's Spanish skills to English, the new language. In addition, we foment the knowledge of L1 across the curriculum and in all content areas, through grades K-8, e.g., NLA which includes read-alouds, group discussions, guided readings, and book clubs, as well as social studies, science, math, and the arts. The ELL students that are pre-literate or SIFE are taught reading and writing skills in small groups instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

We changed the language policy in 2014 from three days English instruction, and two days Spanish instruction, to three days in Spanish and two in English. K-2 follows the morning and afternoon model. Grades 3-5 the literacy skills are being taught by the language of the day: three days in Spanish and two days in English. In grades 6-8 students get NLA in Spanish and ELA instruction throughout the day. For those students identified as ELLs through the NYSITELL, they continue to take the NYSESLAT until they test out. The Spanish LAB-R (now SLAB) is also given to determine the support they need. Non-Spanish speakers are tested in the ELE to measure their proficiency and growth in Spanish, and to guide next steps for teacher planning.

When teachers plan a curriculum unit in any one particular subject area, they include language structures, visuals, and other ENL methodologies. Direct ENL instruction from K-8 includes TPR, teacher made material, focusing mainly in the linguistics demands that students need to become proficient speakers, listeners, readers, and writers in English. These demands include phonemic awareness, idiomatic expressions, syntax, conventions of grammar, writing mechanics, for students to fully learn the sounds, comprehend meaning and form of the complexity of the English. In addition, we use the TC model of literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English. In the beginning students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

Part of our RTI strategies is to look at the assessment data to plan our interventions with students. We recognize that there are certain grades that are more in need than other, and so we flood the class with teachers and other support staff at least three times a week for additional small group instruction. In our plan we recognize that 1st grade has a great need because it is the place where students transition from socialization to reading and writing. Thus, we work all year round with 1st grade. Then we work with 2nd grade flooding the class with additional teachers and support staff to have them work with small groups of students to help them catch up. We start out with second grade at the start of the year and switch mid way to Kindergarten, and work with Kindergarten for the rest of the year. We also divide the middle school students into ELA, math and science groups, and have all middle school teachers work in groups of 10 students or less twice and week.

6. How do you make sure that a student's new language development is considered in instructional decisions?
As a Spanish/English dual language school, our instruction in Spanish plays an important role in the learning and development of the students' social and academic language. We divide the courses evenly by the two languages, and we have the students produce projects and assignments in both. In addition, when we do our periodic assessments, we make sure that the Spanish language is given equal importance by students and teachers alike. In grades K-3 students are given Spanish reading tests, i.e., benchmark F&P, grades 4-8 we use the WRAP, and also administer Spanish on-demand writing. In grades K-5 teachers administer a baseline, mid-line, and end-line WRAP and F&P assessment three times a year. Thus, when we look at the students' work, we look at their development in the two languages. We have observed that a good majority of our students that take the ELE exam actually perform well on it; and we also see our non-Hispanic students show some proficiency and growth in the language as well. Where we have noticed some difference is in the performance of our ELLs, who still struggle somewhat with the test and do not always score a grade that represents their knowledge of the language, and some students with IEPs who struggle in literacy regardless of the language. In some instances their level of test anxiety does not allow them to perform to their capacity. And there is yet another group of students that do not regard the Spanish language important enough to learn it. In these cases the student's attitude gets in the way of what they could potentially do, but thankfully there are not that many cases in that situation.
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?

a) The first assessment that we give is the NYSITELL. If the student is EP, they are assessed through various methods: in grades 6-8 for reading we use the end-line F&P and WRAP, ELA and Math State Exams, and for writing we use the NYC Performance baseline test, periodic on-demand writing, reading and writing homework assignments, one-to-one conferencing, in-house quizzes, and end-of-unit projects in science. In grades K-5, for reading teachers also use the benchmark of F&P, pre-post on-demand writing in all writing units, the Math baseline through Acuity assessment. If the student reaches EP status after passing the NYSESLAT, the previously mentioned assessment tools continue to be used every year in grades K-8.

b) In K-2:	In grades 3-4	In grades 5-6	In grades 7-8
5 Entering	2 Entering	2 Entering	5 Entering
1 Emerging	5 Emerging	1 Emerging	2 Emerging
7 Transitioning	8 Transitioning	4 Transitioning	1 Transitioning
19 Expanding	24 Expanding	29 Expanding	14 Expanding
5 Commanding	5 Commanding	1 Commanding	2 Commanding

c) After examining the data, we observe that EP students in grades 3-5 did very well on the Math State Exam, especially 3rd grade. Grades 6-8 also did better this year with a lot of focus and differentiation. Grades 3-5 showed growth in ELA, but not as much as the Math exam. Ditto in grades 6-8, due to the complexity of the exam; however, we often get more ELL students that enter through our middle school process, thus there is a drop in performance.

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

In the past we were able to measure the success of our program for ELL through AYP. As in the past, the gap between EP students and ELLs has been big, and as they pass from grade to grade the gap becomes wider. What we did notice was that once students pass the NYSESLAT, they were able to bridge that gap considerably as former ELLs. Once ELLs become proficient in English, in ELA and Math they outdo the English dominant population. Also, the Dual Language program proves to be successful for our African-American students who showed growth and performance in a positive way when it came to standardize testing.

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.

As a dual language school, we recruit families that believe in a Spanish/English bilingual education for their children. The initial recruitment of students begins with the Parent Coordinator, Concepción Quezada, who sends flyers to the Family Advocate Representative (FAR) in District 6 inviting parents to our Open House with the dates for our school orientation and walk throughs to show the parents what our school has to offer. The FAR then sends the flyers to schools in D6. These orientations continue on a regular basis throughout the year, from December to March, and outreach is done to ensure that parents know of the offerings. As the rules of selection changed in 2013, where parents now apply on line for pre-K and K, students are sent to us by the DOE. Students with siblings in the school are automatically accepted.

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for ELLs: Bilingual Transitional, ENL, and Dual Language. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.

When parents of K students begin the registration process of their child, our two ENL licensed teachers, Ms. Soledad De Leon for the elementary school, and Ms. Isabel Lobelo for the middle school, assist them in filling out the HLIS form. In addition to the HLIS, the ENL teachers also conduct an informal interview with the student in English and Spanish to identify if in fact the student is eligible to take the NYSITELL. If it is determined that a student is eligible, either by the HLSI and the informal interview, it will be determined if the student is eligible for the NYSITELL. During the informal interview, we are also able to determine if the student is an out-of-state transfer, or parochial school. We also give the SLAB-R (Spanish LAB-R), as well as the LENS for SIFE students. We check the RLAT file for students from grades 1-8 to determine if the student is or isn’t an ELL, if the child is in the DOE system; if the student has a score for SLAB-R, as well as the child’s language proficiency, i.e., entering, emerging, transitioning, expanding or commanding. Once all pertinent documents are collected, the information is entered in ATS. If the child is eligible for NYSITELL testing, we print the NYSITELL answer document generated by ATS, and once the student is tested, the result is then faxed back to the system.

From grades 2 through 8, students are given an entrance exam to determine their Spanish/ English proficiency, in both math and literacy. From grades 3 to 8, students that show an interest in our program must also have a proficiency in Spanish because, again, we are a Spanish/English Dual Language school. Apropos, throughout the school year we also continue to accept students that are Spanish dominant because we believe that the English dominant students will strive towards bilingualism. The reason for selecting students on the basis of language dominance is to ensure a 50/50 balance of students that can speak in Spanish and English. Thus, the Spanish dominant students serve as role models for those students that need a balance of both language structures.

Within the first ten days of the school year, the newly enrolled student is administered the NYSITELL to identify his English Proficiency status. If the student fails the NYSITELL, he is entitled to ESL services. In the Spring of the school year all ESL students are given the NYSESLAT exam, which measures and rates the student’s level of proficiency in English, i.e., entering, emerging, transitioning, expanding, and commanding. The NYSESLAT results are used to identify ELL’s progress, to group students by levels of English proficiency, and to identify the instructional units mandated for ENL instruction, per C.R. Part 154, for on-going lesson planning.

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).

SIFE students are identified via the LENS, as well as an interview with the parent and the student. If the student is Entering, the WRAP assessment is used to determine the level of literacy of the student. Based on the result of the test, if the student is a SIFE, we provide the necessary services for the student to succeed academically.

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).
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.

The ENL teachers meet with parents during Tuesday's parent outreach, as well as during Curriculum night, and inform parents whether or not their child has been identified an ELL and is eligible for ENL services. Once the NYSITELL is given, and it is determined that the student is an ELL, the ENL teachers also inform parents by letter, and by phone that their child has been identified as an ELL, and as such they will be receiving ENL services. Also, during parent orientation meetings, parents are advised of the ENL identification process, and what the program entails.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

When parents come to the orientation meeting, they are shown the DVD provided by the DOE, which explains all three NYC program choices for English language learners. Once parents finish viewing the video, we advise them that they are entitled to select whichever program they feel would be most suitable for their child; however, we emphasize that we only offer a Spanish/English Dual Language program. Those parents that are interested in our dual language program are then given a packet that includes an ATS application form, Parent Survey and Program Selection form, HLIS form, Emergency Contact Card, Parent/Guardian Ethnic ID form, as well as a list of documents required to complete enrollment of the student, i.e., proof of address, birth certificate, vaccinations, etc.
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.

PLEASE SEE Q5 ABOVE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:
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.

When the NYSESLAT is to be taken by ELL students, we send a letter home to the parents of ELLs advising them of the impending test, and to ensure that the child is not absent on those days, has a good night sleep, a strong breakfast, be in school on time. Secondly, the entire school is informed that we are on test mode, proctors are placed on each floor, and teachers are given a schedule the prior day to report to the appropriate rooms, and time. Students that are not taking the NYSESLAT are scorted to another room, or are scheduled for a class trip. Students with an IEP are scorted to the appropriate room, and the rest of the ELL population remain in the different classroom. For the speaking part of the NYSESLAT, testing begins on the date that the State mandates, and this test is given by an out-of-classroom pedagogue, one student at a time. For the Listening part of the NYSESLAT we prepare the technical equipment for each classroom and group of students, and it is given per the test directions and instruction booklet; the students then follow the audio. For the Reading and the Writing parts the teachers follow the instructions to the letter. If a student is absent for any of the four modes of the test, those students are tested next day. The Listening, Reading and Writing parts are each given in different days in the morning of each day.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teachers meet with parents during Tuesday's parent outreach, as well as during Curriculum night, and inform parents whether or not their child has been identified an ELL and is eligible for ENL services. Once the NYSITELL is given, and it is determined that the student is an ELL, the ENL teachers also inform parents by letter, and by phone that their child has been identified as an ELL, and as such they will be receiving ENL services. Also, during parent orientation meetings, parents are advised of the ENL identification process, and what the program entails.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trends that we see in terms of the demographics is that more children are coming that are not newly arrived. We have seen a slight shift of more students coming in with special needs and SIFE needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in their social knowledge in English, even when the parents still speak only Spanish. It also shows why in the data there are many more students that score well in the Listening and Speaking parts of the exam, but still need more time to show proficiency in the reading and writing part of the exam.

As for parent choice and satisfaction, for the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS and lesson scaffolded with ESL or SSL strategies to those students that are struggling considerably in one of the two languages. Programs like the Title III after school program is one example of additional help that is given to students who are ELLs. The program focuses on getting the students that are ELLs additional instruction in reading and writing in order to help them better compete with other classmates that are more advanced. It also provides additional service for students that are SIFE that need to learn English, but that also have many challenges and interruptions in their own language as well as providing additional instruction in Spanish for those students at risk. There are additional ESL, and SSL intervention programs provided to further help students and ensure their success in their academic performance. In addition in order to give ELL a better chance at succeeding in their own language and to help student that speak no Spanish at home be more immersed in the language, we provide in the Prek to 4th grade classes in Spanish three days a week Mondays, Wednesdays and Fridays.

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.*
n/a
 - c. DL program. *If applicable.*
The instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre -k to 4, where the students are with one assigned teacher that is bilingual and provides instruction in the language of the day. Spanish is taught on Mondays, Wednesdays and Fridays to the students in the early grades (pre-k to 4th). This structure gives additional support to students who do not speak the English language and reaffirm skills and instruction for reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominate learning English as well as provide additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one fifth grade teacher teaches Science and Math and the other fifth grade teacher teaches Literacy and Social Studies. In grades 6-8 the language model is then structured by teacher assignment, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language. I.e. Humanities (Literacy/Social Studies) Spanish and Humanities (Literacy and Social Studies teacher in English).
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students that are new to the language are given additional ENL services by a licensed ENL teachers. As a DL school, in grades 6-8 Entering and Emerging ELLs are pulled out by the ENL teacher 5 periods/week, and the remaining 3 periods are

provided by the ELA teacher. In grades 3-5 the ENL teacher also pulls out the Entering and Emerging students 5x's a week, and the remaining 3 periods are delivered by the classroom teacher, thus abiding by the mandated 2 units of ENL/per week. We also have the co-teaching model where the ENL teacher works together with the ELA/SS teachers in grades 6-8, and in the elementary in grades 1-5, to provide the adequate ENL instruction. In addition, ELL students with an IEP also receive SETTS services, as well as speech therapy services by a Bilingual speech teacher. These teachers pull-out small groups of students, or co-teach with the lead teacher.

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

In all the grades teachers plan for students who are below, at or above level. Instruction is provided with language functions that assist the student to work at a level where they can be immersed in the language in a rigorous manner, while provided with language structures and scaffolds that can help make the lesson more comprehensible. Teachers give the students periodic assessments where their progress in both English and in Spanish is measured. Assessments are also given in Math where we measure students' growth through out the year by giving them baseline, midline and endline assessments to measure their progress this is also done in both languages. We use a balance literacy model to teach literacy in both English and Spanish with special focus in reading comprehension; vocabulary development and writing. We have a special time set aside where the whole school reads for 20 to 30 minutes on their own to help them develop an appreciation of reading ie Dear time (Drop Everything And Read). We also look to using more non fiction literacy books to assist students in gaining more rigor, vocabulary and content understanding through the use of non fiction books that provides new information and learning experiences in a scaffolded but sophisticated manner. We also use rubrics and the 6 traits reading and writing program to provide teachers and students with strategies that help them to gain a better understanding of how to tackle more rigorous materials by focusing in a deeper way on those strategies and questioning structures that can help them observe and record what they can do and be given strategies or observation samples of how they can do it better.

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

Students are given the WRAP reading assessments at the beginning of the school year, and once again at the end, Mid year we give them a writing sample to check for their improvement in writing according to the Six traits design.

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

We do initial assessment, mid assessment, and end of year assessment for reading and writing for English and Spanish for grades K to 8. In math and science students are given the assessment in either English or Spanish depending on the language preference of the student.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

(a) SIFE students receive literacy instruction in Spanish to alphabetize them in their language, as well as literacy instruction in ENL.

(b) For newcomers students are pulled-out for ENL instruction everyday, and also throughout the day the student receives ENL instruction throughout the content area with the subject teacher.

© Students are pulled-out three times a week for ENL instruction, and ENL teachers also push-in during the day. Some students are enrolled in a small groups for early lietryacy instruction. They also receive instruction in the Title III after school program.

(e) Long terms ELLs are given English instruction throughout the day in the content areas, using ENL strateties.

(d) Former ELLs in years 1 and 2 after becoming proficient, they are pulled out twice a week for ENL instruction, they continue to have time-and-a-half during state exams. They also receive ENL instruction during extended day, and in the Title III after school program.

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.

Our school has never had to re-identify any of our students.

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?

Reading: With beginner students we modify our speech, i.e., reading slowly, pausing, gesturing, repeating, and TPR. We use visuals and realia and non-verbal cues to get them to understand what we are doing. We also use pattern books with high frequency words that gives them a hand full of words that they can depend on in any given situation. With intermediate and advanced students in addition to all the strategies mentioned we build on students' vocabulary through the use of graphic organizers, hands-on activities, paraphrasing, use of context clues and clarifying for meaning and understanding, as well as displays and referential questions. Before reading a text we go over some of the more important terms and vocabulary

words, we preview the text by looking at picture clues and titles to predict what the book is about. We also do book walks that offer the students a preview of what is coming and a chance to hear and ask questions that can help with the test. We have the student do accountable talk of a text by having them take time out to talk with a partner what they understood this last activity is also a prerequisite to having them do book clubs in the upper grades. To build students' vocabulary and content understanding, we ask higher order thinking questions, we model the thinking aloud, and use the Accelerated Literacy Learning workshop (Balanced literacy) model applying the ESL strategies that can make the activity more comprehensible.

Writing: With the beginner students we scaffold the writing line by line, providing sentence starters and rubrics for the students to follow. We also provide and encourage the students to use the rich print environment in the classroom as a resource to help them with words that are difficult to spell. In interactive writing we teach pattern sentences, punctuation, spelling, and vocabulary. We also provide language structures and sentence starters to help students along with their thinking as they develop language and writing. With the intermediate and advanced students we model the writing process with sentence structures, and scaffold paragraph development using L1 to increase vocabulary using cognates. We use interactive writing to increase students' participation, enhancing their oral skills in the process. Students are also grouped and paired to work together cooperatively. We use the students' own experience to develop their personal stories and polish their sentences by rephrasing correctly. We use L1 to enhance and improve students' vocabulary. We also use literacy games that build on grammar, spelling and vocabulary development. We also provide the students with student friendly rubrics that they can use to measure their own progress in writing by following the criteria in a rubric that shows them where they are at in their level of fluency.

- 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?

Content area teachers developed a curriculum aligned with the CCSS, using the DOK, the Danielson's Framework for Teaching. CMP3 is used for Math in the MS, and Investigation Math and Go Math for the elementary school. In addition, we have Code X for the MS, and Ready Gen for the elementary; as well as the 6 traits for writing.

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

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



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

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

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

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

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

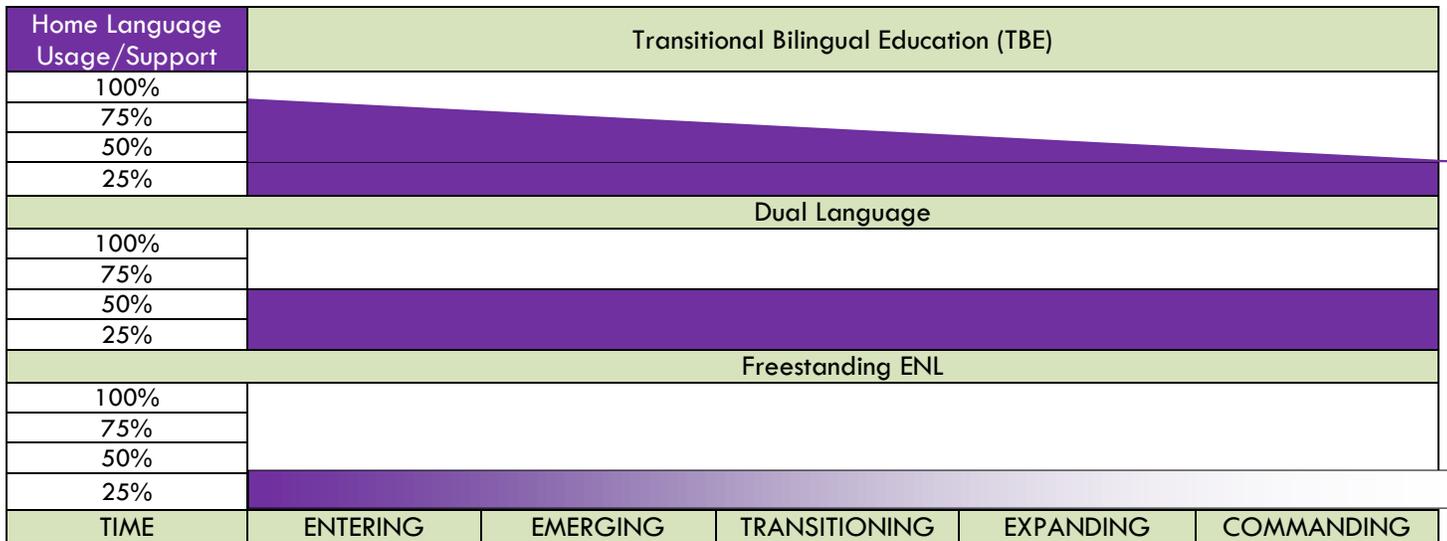


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Name of Academic Intervention Services (AIS)

In the description of our AIS program which is provided to all our students at risk we do the one or a combination of the following:

ELA: In addition to our Balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Simple Solutions- a conventions skills fluency program that is fun fast and researched based.

-Words their way Program designed to increase knowledge of phonetic element.

6 Traits Rubric - a writing rubric program designed in both Spanish and English that focus on writing with special attention given to ideas, organization, word choice, sentence fluency, voice and conventions. The Rubric focuses attention on students strength and area of need. By being aware of what the student can and cannot do the teachers can zero in on the individual needs of the student. The teachers also provide the students with a child friendly rubric that also allows the student to set his own goals on how to improve his or her writing. It is also used for conferencing with the students in an organized manner where priority can be given to those traits that are in greater need.

Guided Reading

-Collaborative Strategic Reading-focuses on specific comprehensive strategies. We have the student do reading in a varitey of forms, and then site in the text what the author meant by his or her question. Also with the use of more non fiction text to do guided reading, students have a better chance to develop content vocabulary as well as more content. NLA: Estrellita (RTI) The Estrellita program focuses on phonimic awareness of the students in Spanish. Given in a methodical manner, the estrellita program teaches the students phonimic strategies for how to break words down into syllables and sounds in order to be able to attack new and unknown words. The program is also designed to return to student who need more help in any given area and provides for lessons that can be given in small groups and in an individual manner. They stress fidelity to the program in how it should be implemented. This program is for the early grades and is ended once the students have graduated to knowing all their letters and letter sounds.

Mathematics:

-By using base-line, mid-line and end- line assessments lessons are created that target students strengths and needs; through the use of conferencing the teacher can observe the strategies that the students use to tackle problems, do problem solving and check for misconceptions.

-By focusing on extended response questions the student can explain their understanding of a concept and argue why an answer is correct. we are meeting the instructional expectation set forth by the Chancellor. We also look to aligning our curriculum of the CCLS and weave them into all the different content areas.

In addition to the different assessments offered throughout the year, conferencing and Math strategies are aligned to the new CCLS and the new curriculum, with special focus on the new chancellors expectations that encourages multiples ways of representing a problem. Strategies for problem solving and a detailed written argument to explain your work.

Through the use of Univesal Design for Learning (UDL) strategies are also encourage in all the different content areas with the thought of showing that there are different ways that a student can show understanding of a concept. It also encourages different entry points for students who learn in different ways.

Science: In Science the teachers use both Spanish an English text books to do their lessons. The teachers use a variety of materials to teache Science in order to allow for different entry points with the students. As much as possible teacher use technology, smartboards, Elmos, overhead projectors to demonstrate or show the students the curriculum. They also use a project base approach to teach the student how to delve deep into the study of a project. All this is done through UDL lessons that provide for different entry points into a project. It also develops languge in that at time students also have to present their findings to the school through an annual Science fair. For Students that are learning one of the two languages, it offers the student to make a presentation by providing scaffolds, vocabulary development and quality time to learn one particular area of study. The teachers use non-fiction Science passages to teach literacy. Additional Health and Science is given throughout the grades by the classroom teachers and the cluster Science teachers. This year we were not able to afford the the 3 day F status cluster teachers but we have identified an additional teacher to assist in the middle school assigned to teach Science in the 6th grade. Science is also an area that is given Study Group planning time by the coaches in order to continue to align the Science Curriculum to the CCLS.

Social Studies: Similar to the plan described in Science, the teachers use non-fiction Social Studies passages to teach literacy. AIS push in and pull out teachers also use non-fiction and realistic fiction to teach literacy strategies through Social Studies.

At-risk Services Provided by the Guidance Counselor: Individual counseling sessions provided during the school day addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting. In the Middle grades more stress is given to the HS selection process where students are encouraged sooner rather than later to look at schools that are in line with what they want to do and seek out the criteria for entrance to those schools. Students that are selected to go to the DREAM project are highly encouraged to do so in order to be competitive with other students who will be taking the entrance exams for Specialized HS. Our Guidance counselor also provides Advisory lesson for the student in a small group weekly bases to discuss organizing skills, HW; problems and how to handle them and community service.

At-risk Services Provided by the School Psychologist: For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; our guidance counselor also pulls out at risk students and recommend them for outside services when more is needed. We also have a SAPIs worker and advisors for students that start working with them as early as 6th grade. Unfortunately, we are not able to fund a RCCP teacher but our AP and guidance counselors continues to work with students in teaching them strategies for dealing with difficult situations and works with them on how to resolve conflicts creatively.

At-risk Health-related Services: We have a nurse that tends to student with serious medical needs. We also have a health teacher that gives the students health related classes once a week, and we have PT and OT teachers that work with students with IEP.

AIS services provided by teachers in different grade and subject areas: We have a Setts teachers that provides services to students with IEP not in ICT classes. This teachers is licensed in Special needs and offers different strategies to students who are at risk.

Two new areas of focus for us are the ELG groups and the AIS groups in middle grades.

The scheduled service is provided as follows:

In the beginning of the academic school year we identify literacy teachers Spanish/English with free periods to push into grade 2 to give additional small group instruction to students identified in need of further services. The purpose is to get them strong in what they need to do in the early part of second grade so that the students can develop independence in what they need to do. In January we then switch the available teachers to Kindergarten and 1st grade classes where at this time start showing who is in need of more individualize or small group services.

Subject area of focus

Christina Cepero;	K – 8	Literacy
Elizabeth Silva	K-8	Math/Science
Soledad De León	K – 5	Using literary to teach ESL, SS, Science
Isabel Lobelo	6 - 8grade	Using literary to teach ESL, SS
Wendy Hernandez	7 - 8 grade intervention in Spanish/Spanish Regent.	
Entire Staff	1st – 8th (at 37.5 mins)	Math/ ELA

* See attached schedules and list of students for each AIS teacher.

** This service by the AIS teacher had to be discontinued due to budget reduction.

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

In looking at the NYSESLAT data we noticed that students performed better in listening and speaking and not as well in reading and writing and although we know that the listening and reading does come sooner than the reading and writing we realized that we had to do more work on modifying our lessons to include more Read Aloud and guided reading. We also do book talks and turn in talk to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology allow students to successfully progress from one level to another without having them get stuck on one level, because it is too difficult to understand and the student is lost.

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

We have introduced the Estellita program for student in grades Kg-2. We have also adopted the Core Knowledge reading program for grades Kg.-2; Ready Gen for grades 3-5 and Code X for the middle school. The purpose of this is to help fill in the curriculum gaps that we had in our skill development area. But we have adopted them as a resource that supplements what we do but does not supplant it. We have also put the go math as a supplement to our Investigations math program, recognizing the need

for more fluency in skills practice for the students, but again recognizing that the test is geared more towards reading, writing and explaining a problem in addition to solving it.

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

We are not discontinuing any programs.

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

We provide our ELLs with additional help during the day and after school. As much as possible we offer our student different programs that are of interest to them at different times of the day and different days of the week. We have electives, choice time for the art, tutoring and Champs afterschool programs. It may be that they cannot take all the classes but they will have some choices to have equal access to many of the other programs.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

EELA: In addition to our balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Simple Solutions- a conventions skills fluency program that is fun fast and researched based.

-Words their way Program designed to increase knowledge of phonetic element.

6 Traits Rubric - a writing rubric program designed in both Spanish and English that focus on writing with special attention given to ideas, organization, word choice, sentence fluency, voice and conventions. The Rubric focuses attention on student's strength and area of need. By being aware of what the student can and cannot do the teachers can zero in on the individual needs of the student. The teachers also provide the students with a child friendly rubric that also allows the student to set his own goals on how to improve his or her writing. It is also used for conferencing with the students in an organized manner where priority can be given to those traits that are in greater need.

Guided Reading

-Collaborative Strategic Reading-focuses on specific comprehensive strategies. We have the student do reading in a variety of forms, and then site in the text what the author meant by his or her question. Also with the use of more nonfiction text to do guided reading, students have a better chance to develop content vocabulary as well as more content.

DEAR time independent reading. Where the teacher carves out 20 minutes in the day to have the students drop everything and read.

Read alouds that develops their ear for listening and pronunciation and essential questions that helps develop their thinking through discussion techniques.

-We also use Imagine Learning for those students that need development in English. The computer program provides the students with an individualized program for learning English that get more difficult and they improve from one level to another.

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

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to all the students to create a baseline assessment of where the students was when he started attending our dual language school. These assessments are then used to guide instruction, form groups and measure for growth, proficiency and progress. Teacher assessments are also used in L1. We use balance literacy to develop independent reading and writing skills by developing writing units that are scheduled throughout the year in both languages. In the early grades we start students writing in their native language and slowly bring them in to the scheduled writing activities as they gain fluency in L2. We also take the opportunity to do writing on the assigned Spanish days in order to create a routine of thing that you do on English days and things that you do on Spanish days (three days in Spanish and two days in English). In the middle grades students read and write in both languages every day depending on the schedule, curriculum area and teacher assignment.

In the early grades students identified as beginning students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

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

In addition to having highly effective bilingual teachers providing direct services to all students. We also have age appropriate and grade appropriatest common core standard align curriculum that address the needs of all the ELL students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before students come to the school we provide the parents with an orientation of how we will be working with their children and the different options they have. Once enrolled in the school they are entitled to all the different programs that the ELLs are entitled to.

19. What language electives are offered to ELLs?

We only offer the Spanish LOTE to our 8th grade students.

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 Instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre -k to 4, where the students are with one assigned teacher that is bilingual and provides instruction in the language of the day. Spanish is taught on Mondays, Wednesdays and Fridays to the students in the early grades (pre-k to 4th). This structure gives additional support to students who do not speak the English language and reaffirm skills and instruction for reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominate learning English as well as provide additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one fifth grade teacher teaches Science and Math and the other fifth grade teacher teaches Literacy and Social Studies. In grades 6-8 the language model is then structured by teacher assignment, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language. I.e. Humanities (Literacy/Social Studies) Spanish and Humanities (Literacy and Social Studies teacher in English).

Students that are new to the language are given additional ESL services by licensed ESL teachers. Instruction is provided in some instances as a pull out program where students get more one on one small group instruction. In other instances instruction is provided as a push in model, where the teacher pushes in with the classroom teacher and provided scaffold support in the language and content.

Students with special needs are primarily in ICT classes where the teachers are licensed in Bilingual Education and Special Education. This is our first year with ICT in the middle school. In the middle grade ICT class, the Special Education licensed teacher travel with her class to provide support to students that have special needs. This is our first year with an ICT class in middle school, in future years we hope to have ICT teachers that are specialized in Special Education and a given content area i.e. Math / Science or Literacy / Social Studies. For students with an individualized education plan (IEP) we have a sets teacher, Bilingual speech teacher and more. Similar to the ESL program, students could be pulled out or the ESL teachers can push in.

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.)
Provide a detailed description of professional development program and activities.

Through weekly study groups meetings and workshops that teachers attend. Professional development is provided to all staff on a bi-weekly bases throughout the year and on the two Chancellor Professional Development days. Also when the budget permits we provide the teachers with Summer institutes where they can come in a week earlier to do planning. We also provide teachers with Study Group and planning time for two periods every week where they work with a ELA or Math coach in aligning curriculum with the standards, looking at student work and discussing individual student with the group to identify the students' strengths and needs and develop next steps. These child study exercises help us to tweak our curriculum to better fit our school needs. The staff is divided by grades as early childhood, elementary and middle school. This year we have differentiated the Study Group time a little further by having the teachers choose to focus on literacy, Science or Math on a weekly bases during Study Group Time. Teachers work as a team to discuss day to day activities that conform to what is going on in the classrooms. They share their in sites on students work and strategies for working with students. The teachers are also encouraged to attend workshop and institutes that can be of help to them in developing in their different areas of need as well as responding to their different interest. (I.e. Bank Street Language Series; BETAC language series or workshops, Math weekend workshops.)

The teachers work together to address student needs as far as Learning a second language, working with students that have special needs and moving all our students from one level to another. By aligning the curriculum to the New State Common Core Standards where we look to incorporate reading and writing throughout all the curriculum areas, we work to have a more rigorous curriculum that includes the development of language funtions with Blooms taxonomy in mind; and, language structures that assist the students in scaffolding the writing in either languages.

Teachers focus their Study group time on how to plan for students with the Common core standards in mind, and on how to group students to better meet their individual needs by grouping them by achievement levels, language proficiency and interest. Students are identify and assessed for performance in order to determine if they are below, at or above grade level. By doing this the teachers are able to plan differentiated lessons for them. The teachers also develop lessons with language functions and structures that scaffold learning for the students.

Calendar of events. November & June Chancellor's professional development day. We provide weekly Study Group meetings with teachers where student work is looked at and discussed, teaching strategies are demonstrated and next steps for student achievement are planned. Teachers also participate in walk throughs of each other classrooms. They are video taped for sharing of best practices and for self reflection. Last June our school attended the Teachers College Inclusion Professional Development Conference Day at TC. At that conference 8 of our teachers represented our school in presenting their year long study of what they studied through out the year.

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?
During the teachers Study Group time teachers spend time reviewing data that is reflective of where their students are in their stage of languae development and then use this inquiry information to develop UDL- Universal Design for learning lessons that both challenge and scaffold students' learning. And allows for different entry points of understanding. I.e. Pictures; videos, TPR (Total physical response) strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Study groups that focus on vertical alignment across grades. Biweekly study groups where we do inquiry work in the effort to meet the needs of all studnets. Monday Professional Learning Communities where teachers present to each other strategies that are effective. Teachers are encouraged to attend outside workshops and traingings to be develop effective practices for their students.
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.

During Study Group PD sessions an the Monday PLCs teachers have the opportunity to discuss and share effective practices that can assist them in meeting the individual needs of their students. Agendas and sign in sheets are kept on record of these sessions.

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?

In addition to the mandated parent orientation meetings and Parent teacher conferences. We as a school provide parents with scheduled workshops and conferences to discuss with the parents how our school works. What our Academic and Language Goals are; and, strategy workshops that they can use to learn how to help their children at home. In addition to these general workshops teachers now have the Tuesday parent meetings where they can meet one on one with the parents or where they provide workshop or orientation meeting on how to do math, reading and other skill building strategies as well as have individual conversations as to their promotion status or to just get to get to know the students social emotional likes and dislikes from the person that know the child the most .

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We also include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better describe the mission and vision of our school in a more meaningful way. And by providing more transparency with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

By setting up book clubs sessions where students can come and visit their parents during their Fridays book club meeting, where the students can see first hand their parents showing their appreciation of books, and their love of reading.

By include parents in annual events that are important to the students and school. Events like Character Day, Tiger day, Book Fairs etc. that are activities that allows them to participate in activities that are meaningful to them and their children.

By inviting parents to special literacy celebrations; annual school events where they are at the center of the activity

By informing parents of important conferences and events where they can learn more about Bilingual Education programs and other strategies that can better help them help their children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school also partners with local CBO like the Community Association of Progressive Dominicans. This organization offers much needed assistance with our parents and youngsters in mental health services and in our afterschool program. This year because of a loss of OST funds to the organization the afterschool program is being offered to parents for a fee.

Another agency that we are partnering with this year is the Presbyterian Hospital CHALK program, Choosing healthy and active lifestyles for kids. Through Karen Ozuna, the program coordinator we have been able to form a school wellness committee that involves the participation of parents, teachers and students in choosing healthy choices in food and activity. As a school wellness committee we have set up a snack policy that keep sugary sweet and drink out of our snack list and encourages healty lifestyles and eating. We have visited farmers markets and have had Literacy Celebrations with food, carrots and juice as opposed to cookies and soda.

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

There are many ways that we evaluate the needs of the parents in our school. We do it through the PA where the parents are ask to bring up any concerns that parents may bring up; through the parent coordinator who is always ready to meet with them if they have a problem or a need; news letters and parent informational fliers inviting parents to attend workshops that are of interest to them. We also do it through meetings that are provided through out SAPIS worker where they learn about the dangers of drugs

and alcohol as well as things to look out for as far as gang initiation and gang activity. We also survey them for their interest, need or availability.

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

Our parental involvement activities address the parents needs in many ways. First it provides them with many resources and much needed information and resources that they can use to help their children and be informed of the different resourced that they can access through the internet and the DOE.

D. Additional Information

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

Paste response here:

School Name: PS / IS 210

School DBN: **#INGEST ERROR!**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evelyn Linares	Principal		1/1/01
Camilo Mejia	Assistant Principal		1/1/01
Concepcion Quezada	Parent Coordinator		1/1/01
Isabel Lobelo	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Soledad DeLeon / ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Christina Cepero/ ELA	Coach		1/1/01
Lidia Pellerano / Math	Coach		1/1/01
Monica Benavides	School Counselor		1/1/01
	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: 06m210 **School Name: Twenty-first Century Academy for...**
Superintendent: Manuel Ramirez

Before you begin, please check the following:

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

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

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

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

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

Orientation meetings are conducted by the parent coordinator in November-December for families that show an interest in our dual language program. During these meetings, parents are informed about our school philosophy, policy and expectations. A tour is provided for parents to get a sense of the school environment and culture. The parent coordinator highlights and key features of our school in both languages,

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.

English and Spanish

Part B: Creating a Communications Calendar

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

Parent handbook, parent newsletters, letters and announcement of scheduled events Parent workshops and conferences state testing dates, and New York State testing date information on our Quality Review , Reportcard and letters from the principal.

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.

Curriculum Night in September, Parent teacher Conferenmces in November and March, Parent teacher conferences for students who are at risk of repeating the grade In early February and multiple meeting for parent workshops and with their child's classroom teacher on Tuesdays and other scheduled occasions. Calls to parents and robo calls reminding parents of upcoming meeting in addition to signs and written notices.

Part C: Providing Language Assistance Services

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

For the most part translation services will be conducted by a in house staff member. In cases where there is a more difficult translation that needs a professional translation, items like that will be sent out for translations. I.e. an IEP.

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.

In our school all of the elementary classroom teachers are bilingual. In areas where there are teachers that do not speak Spanish we will assign them to a cluster of teachers that are meeting with the parents that do speak Spanish or with another staff member that can assist in translating.

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.)

During a staff meeting or via email we will inform the teachers of their translation options if they should need translation services. We will also inform that of where they can go on the DOE webpage to get forms, letters and pamphlets that are already available for them in several languages.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In the beginning of the year and as part of the packet for any student that is newly registered to our school we will include in their packet information on who is their Language Access person, who is the parent coordinator and copies of the guides and forms that are translated.

Part F: Monitoring and Quality Control

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

Some of the mechanisms that our school uses to gather feedback from the parents is by word of mouth, at parent meetings, and through parent feed back forms.