



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **28Q140**

School Name: **P.S. 140 EDWARD K ELLINGTON**

Principal: **DAVID NORMENT**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Edward K. Ellington School School Number (DBN): 28Q140
Pre – K - 5
Grades Served: _____
School Address: 166 – 01 116th Avenue
718-657-4760 Phone Number: _____ Fax: 718-526-1051
School Contact Person: David Norment Email Address: Dnorment@schools.nyc.gov
Principal: David Norment
Yosefiah Campbell
UFT Chapter Leader: _____
Tiffany Murray-Moore
Parents’ Association President: _____
David Norment
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): T. Estremera
Student Representative(s): _____

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
90-27 Sutphin Blvd
Superintendent’s Office Address: _____
Msarduy@schools.nyc.gov
Superintendent’s Email Address: _____
718-557-2622 Phone Number: _____ Fax: 718-557-2617

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director’s Office Address: 82-01 Rockaway Blvd #4Fl, Ozone Park, NY 11416
Director’s Email Address: Mwilks@schools.nyc.gov
Phone Number: 917 520 6743 Fax: 718 281 3509

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 School Comprehensive Educational Plan (SCEP) 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)
David Norment	*Principal or Designee	
Yosefiah Campbell	*UFT Chapter Leader or Designee	
Tiffany Moore - Murray	*PA/PTA President or Designated Co-President	
Zakiyya Georges	DC 37 Representative (staff), if applicable	
Thieanna Estremera	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robbyn Hasberry	Member/CSA Representative	
Richard Decabo	Member/Teacher	
Donette Cannon	Member/Parent	
Lori Ciborowski	Member/Teacher	
Zena Caldwell	Member/Parent	
Megan Mundaca	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tonya Tucker	Member/Parent	
Xiomara Amedegnato	Member/Parent	
Idris Murray	Member/Parent	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Our school is a Pre-K through Grade 5 community school with the mission of bringing together diverse group of students to educate them academically, socially, emotionally and physically. Built in 1929 the school has become a center piece to a growing community. The school was named to honor the great musician and singer, Duke Ellington. The Edward K. Ellington School is named after Duke Ellington. "The Duke" and his family lived in the local area.

Since the school is named after Duke Ellington, there is a strong commitment to the arts. All students are exposed and participate in music and art classes throughout their time in our school. In addition, Marquis Studios generously provides a grant to support our Arts and after-school programs. This allows students to receive individual and small group instruction to prepare for Concerts and other public performances. The funding received is conceptually consolidated so as to maximize funding.

PS 140 Instructional Focus

Here at PS 140 ALL students will utilize CLOSE READING STRATEGIES to strengthen their ability to understand various texts. Based on a thorough analysis of student work products, State Assessment results and Internal formative assessments we found that most of our students would benefit from learning how to read closely for a purpose. Inference, Key Ideas and Details, Academic Vocabulary/Vocabulary Acquisition and Craft & Structure were all areas that were challenging. In addition, we found that their struggles in these areas also related to their inability to effectively learn Math. Students struggled with Mathematical word problems. They lacked the necessary skills to identify the main idea of word problems in order to effectively solve Mathematical problems. Our instructional focus on Close Reading Strategies will enhance students' ability to tackle difficult text and more importantly arm students with research-based strategies to accelerate their learning.

Instructional Focus Priorities

- Enhance foundational Reading, Writing and Mathematical skills
- Support thinking by explaining and citing evidence from text
- Lift the level of inferential thinking by using Close Reading Strategies

Citywide Instructional Pillars

We will establish an environment of **TRUST** by empowering our entire school community with knowledge to support the learning of all constituents.

We will create school community where Open communication is a priority, we will provide Parent Workshops, weekly newsletters, parent learning walks to ensure that our parent community is aware of their child's education.

We will ensure and strengthen collaboration between teachers by providing targeted and meaningful Professional Development.

Trust – Process – Collaboration –

The school's area of strengths include:

- Engaging and coherent curricula aligned to the Common Core Learning Standards
- Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed from the Danielson Framework
- A warm, welcoming and inclusive school environment that provides a student orientation program, emphasis on the academic and personal behaviors essential for college and career success.
- Teachers work collaboratively in professional learning communities by instructional teams (vertical) and grade teams (horizontal).
- A warm inclusive school culture of students, teachers, staff, parents and administrators.

The school's key areas for focus for this year include:

- Aligning assessments to the curricula and use ongoing assessment and grading practices to analyze information on students with diverse needs and adjust instruction based on targeted data.
- To continue to build teacher capacity in using assessment information to inform instruction.
- Increase parent participation in all educational workshops.

28Q140 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	549	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.0%	% Attendance Rate		91.7%
% Free Lunch	88.0%	% Reduced Lunch		6.8%
% Limited English Proficient	3.2%	% Students with Disabilities		19.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	8.7%	% Black or African American		70.5%
% Hispanic or Latino	17.5%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.75	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.1%	Mathematics Performance at levels 3 & 4		16.6%
Science Performance at levels 3 & 4 (4th Grade)	65.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		X
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Progress in English Language Arts is a continued priority within our school. The following reflects reports from the School Quality Guide, the NYS Report Card and analysis of the data from the NYS ELA and Math Assessments.</p> <ul style="list-style-type: none"> Student Achievement: ELA percentage of level 3 and 4 = 15% and in Math 17% ELA Median Adjusted Growth Percentile is approaching target at 60% ELA Median Adjusted Growth Percentile within the ELA subgroup metric for peer group is meeting target for School’s Lowest third at 80% <p>Below are areas of strength:</p> <ul style="list-style-type: none"> ELA Median Adjusted Growth Percentile for peer group is meeting target at 73%. Proficient on Quality Review November 2014. 		

The 2014-2015 Learning Environment Survey revealed significance growth in the parent perception of the safety of the school and increased trust in the Principal and the staff. Based on an analysis of our 2014-2015 Local MOSL results, our students showed growth from Fall2014 until Spring 2015. A specific focus on the NYC Performance Tasks and Writing Initiative was a huge contributor to our growth. Danielson’s components 1e Designing Coherent Instruction, 3B Questioning and Discussion Techniques, 3C Student Engagement and 3D Assessment In Instruction serve as the foundation of instruction. Over 90% of the teachers selected of these Components during their Initial Planning Conference meeting. By conferring with teachers and their requests to learn more about how to use baseline and other data to plan and improve instruction will strengthen our ability to assist more students in succeeding (Increase growth percentile scores (and Teacher Effectiveness Data –MOTP Student Scores).

When looking at the Areas for Improvement from the Quality Review and feedback contained from the Principal Performance Observations, it was mentioned that the school needs to continue to work to use on-going assessments, to adjust instructional decisions and provide clear next steps to students so students know the area(s) where they need to improve so it is more clearly and consistently evidenced across all classrooms. The school began to focus on this last year and is continuing to further build capacity by working with teachers in developing/refining rubrics that can better guide students in their own learning. Additionally, the teachers began work to learn about and make meaning of the reason why Academic and Personal Behaviors are essential to students being engaged in their own learning.

These multiple sources of data (i.e. Advance Data, Surveys from Teachers, Student Achievement Data, etc.) provided valuable information that was critical in identifying key area(s) that need to be developed to further engage students in 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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of grades K -5 students will increase one performance level in the overall score as measured and evidenced by the pre and post ELA and Math Performance Tasks rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Purchase the Daily five for Lead teachers, create a writing focus in every grade that incorporates the 6 plus 1 rubric features.</p>	<p>Grades PK-5</p>	<p>October 2015- May 2015</p>	<p>Instructional Coaches, Aps, Principal and Instructional Team</p>
<p>Instructional Lead teachers will identify the traits found on the ELA performance tasks and create a writing action plan for each grade targeting specific groups of students.</p>	<p>Grades K-5</p>	<p>September 2015-June 2015</p>	<p>Purchasing Secty, Instructional , Aps, and Principals</p>
<p>Conduct 3 full day Professional Learning planning days that include teachers reviewing MOSL</p>	<p>Grades K-5</p>	<p>September 2015- November 2015</p>	<p>Purchasing Secty, Instructional Support Coaches, Aps, and Principals</p>

ELA and Math data to determine trends and identify instructional focus.			
Conduct Surveys to identify more actionable feedback from students to support student choice and allow for their voice to be heard.	Grades 2-5	November 2015- May 2015	Student Organization, Teachers, and Administration

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.											
Funds to Purchase Common Core Materials to support delivery of CCLS standards established a common professional planning period for all elementary core teachers.											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
a. After observations and planning all Ineffective and Developing teachers will receive targeted support and be scheduled to work with Aussie rep, Lead Teacher, Staff Developer and administration as a means of addressing gaps in their planning systematically and in a focused manner so they are working towards their IPM goals;
b. Teachers will be responsible for collaboratively developing, submitting and sharing coherent lesson plans aligned to 1e, 3b,3c,3d;
c. Teacher teams will demonstrate team protocols and practices to develop lesson plans and Units of Study aligned to CCLS, CIE and Danielson.
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>PBIS is functional and implemented school wide to address negative behavior with positive behavioral incentives.</p> <p>STARS is an acronym that is used to reinforce and remind students of the behavioral expectations in various places in the building (Lunchroom, Auditorium, Bathrooms, Cafeteria, Stairwells, and classroom)</p> <p>Guidance Counselor and the Social Worker actively monitor student social and emotional issues.</p> <p>An at-risk protocol has been established when a student is in crisis.</p> <p>The PPT committee meets weekly to discuss students who are at-risk and recommend to teachers, parents and students strategies. Suggestions are provided to teachers to address aberrant behavior through the use of resources like The Pre-Referral Intervention Manuel.</p> <p>Additional support is needed to address intensive family issues of students. An additional Guidance Counselor and Social Worker is needed.</p> <p>The school will research additional outside programs that support our school community.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016 the School Psychologist, Guidance Counselor, Social Worker along with the support team will implement programs that serve to prevent negative behaviors from occurring. There will be a 30% reduction of negative incidents with 2015-2016 school year compared to the 2014-2015 data as measured by the percent of incidents involving negative behavior entered into OORS.

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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will purchase additional PRIM books to provide teachers with</p>	<p>Pre K – 5 Teachers</p>	<p>November 2015 thru June 2016</p>	<p>Administration, Guidance Counselor, School Psychologist, Social Worker</p>

actionable steps to address multiple behaviors			
The school will implement a book of the month in both ELA and Math that focus on the following Themes: October = Diversity, November = Responsibility, December = Caring, January = Honesty, February = Trustworthiness, March = Fairness, April = Respect, May = Responsibility, June = Citizenship	Pre K – 5 students and teachers	September 2015 thru June 2016	Administration
Hold monthly assemblies with various grades that focus on specific the value for the month while providing specific support to staff on targeted professional development on social and emotional development	Pre K - 5 students and teachers	September 2015 thru June 2016	PBIS Committee, Guidance Co., Social Worker, School Pyschologist

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.											
TL FSF, Special Education Funds and Title III funds will be used to purchase materials and allocate per session for training of staff after school.											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 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.
During weekly PPT and Special Ed meetings the agenda will focus on topics that specifically relate to information regarding student social and emotional status
Staff that attended targeted training will have to turn key information to staff monthly during the Tuesday OPW time within the designated teacher teams.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The development of teacher teams throughout the building is a cornerstone of effective schools. Teacher teams must be structured and organized so that teachers reflect on their practice with their colleagues. Teacher Teams must develop a structure and a system for looking at student work products in order to identify a specific area of need and align the most effective high leverage practices to increase student achievement.</p> <p>Once Teacher Teams operate around a specific model, then teachers will ensure that their collective planning of lessons address the specific areas that students need support. Teacher Teams will utilize the ORID Protocol and the Harvard Protocol for Teacher Team Meetings. In addition, Teacher Teams will use state assessment results and internal assessments to target specific sub groups of students (Ex: Black /Latino Males or Lowest Third) in order to monitor the growth and progress of these students.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, Teacher Teams will conduct the inquiry cycle where teachers will adjust and refine ELA and Math units of study based on multiple sources of student work products, formal and summative data, analysis of teacher lesson plans</p>

and end of unit data as evidenced by the strategies for Black/Latino males and the Lowest third population in the ELA and Math unit plans K- 5.

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? (include school, educational consultants and/or CBO staff)</p>
<p>All Teacher Teams will be provided with a 6-8 week Inquiry Cycle plan</p>	<p>Teachers in Grades K -5</p>	<p>October 19, 2015 until November 30, 2015</p>	<p>Grade Leaders for Each Grade, AP's, Principal</p>
<p>Each grade Leader will receive targeted professional learning from Assistant Principals and Principal on the Inquiry Cycle which involves identifying a Teacher Team focus group and a focus skill</p>	<p>Grade Teacher Team Leaders</p>	<p>October 19, 2015 until November 30, 2015</p>	<p>Grade Leaders for each Grade, AP's, Principal</p>

Each team will determine a target population and a goal for the 6 week period. Teachers will use a Teaming Protocol in order to strengthen teacher reflection	Teachers K - 5	October 19, 2015 – November 30, 2015	Grade Leaders for each Grade, AP's , 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.											
All teacher leaders will receive a book entitled "The Daily Five" and will receive per session for additional time to plan and organize the support mechanisms for teacher development.											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<u>Administration</u> - Each administrative team member and Instructional Coach will be assigned to a teacher team. Each support person is responsible for completing weekly logs and data analysis forms to the Principal											
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>PS 140 represents a teaching staff of 35 instructional staff and several support staff. Administration has been strategic when organizing, planning and making educational decisions. One example would be that ALL teachers in ALL grades have common planning time 5X per week. At least 1 period every day is allocated for the teachers to meet together. Our school wide goals are connected to our Instructional focus, however our overall work focuses around our POWER goals.</p> <p>P = Purposeful professional development that is targeted and meaningful. Over the last 3 years PD has been a consistent area of focus. We will streamline our PD plan to address student instructional gaps, teacher improvement areas based on observation feedback, student work products, data driven instruction, task and rubric development and continued exposure to CCLS and Danielson.</p> <ul style="list-style-type: none"> •O = Outreach and building Open Communication with students, teachers, parents, and administration. Outreach will look like utilizing Datacation and Pupil Path , Turn and Talks, Grade Team Newsletters, setting teacher and student goals, School Newsletter, and weekly Principal’s Newsletter. Creating a culture of clear communication reduces ambiguity and confusion. •W = Writing across subject areas that focus responding to complex text, writing across genres and themes. Incorporating targeted writing in clusters (Art, Music, Comp, PE). Creating writing prompts for different types of writing. Institute R.A.C.C.E writing strategy across grade levels that supports strengthening student academic vocabulary. This year we will continue our writing focus by adopting the NYC Performance Standards which will be used as our Local 		

MOSL (Measure of Student Learning) and the implementation of our grade specific writing action plans and the adoption of the 6 plus 1 writing rubric for all student writing assignments.

- E = Engaging students and the larger school community. Ensure that teacher lesson plans identify how SWD, ELL, Black Boys will be engaged in the lesson. Creating engaging PD that immerse teachers in curriculum content and CCLS. Creating engaging Parent Workshops that educate the entire school community about the instructional expectations.
- R = Reading - This specific power goal will shape the basis of our Instructional focus for the 2015-2016. On the lower grades using Foundations as our phonics based foundational reading approach. Focus on reading comprehension strategies across all grade levels and subjects. Mathematical word problems multi-step problems. . Monitor student progress through the use of F&P, Foundations, I-ready diagnostic. In every class close reading strategies and activities will be utilized so that a specific focus on identifying main ideas and details, inference, and craft & structure. Every teacher will work with administration to plan lessons that require students to work on these skills. Teacher will utilize instructional reading prompts and step by step guides to assist in attacking specific types of text. Creating independent reading opportunities for all students during targeted times of the day

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administration will support the implementation of multiple 6 week inquiry cycles with teacher teams in order to strengthen teacher practices and improving student performance as measured by 25% increase of 1 performance level in teacher rating in component 3C from September 2015 to June 2016 on the Danielson Framework for Teaching Rubric in the Advance System.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Within the Inquiry Cycle, writing will be a major focus throughout the building. Teachers will implement a writing support model called RACCE in order to achieve rigorous CCLS writing goals.</p>	<p>K-5 Teachers</p>	<p>October 2015 through June 2016</p>	<p>Teachers, Administration</p>
<p>Within the Inquiry Cycle, administration will monitor the implementation of an Independent reading focus to improve reading stamina and ability to enrich their mastery of complex text .</p>	<p>K-5 Teachers</p>	<p>October 2015 through June 2016</p>	<p>Teachers and Administration</p>

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.

ReadyGen and GoMath curriculum was purchased to support student learning. Additional resources were purchased using Fair Student Funding in order to purchase leveled libraries for students during the DEAR period.

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

Every 6 weeks all teacher teams will participate in a inquiry cycle that involve monitoring Assessment, Analysis, Planning, Professional Development, Observation and Adjustment to the curriculum.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>PS 140’s structures support and build leadership and curriculum leadership across the school and to use these structures to strengthen our work with parents.</p> <p>To include the parents and families as members of the teaching and learning team, Teacher Team meetings involve writing and publishing collaborative grade newsletters as grade communication is shared with parents and the community. The teacher team newsletters are also posted on our school-wide website for additional communication to parents and the community. This improves the communication and keeps all Parents and Community in the loop so they become members of the teaching team aligned to the Common Core Learning Standards and the Citywide Instructional Expectations and Six Shifts.</p> <p>In addition, we create multiple forms of communication. We provide a minimum of 6 ways to inform parents about activities occurring at the school. School messenger, School website, monthly grade specific newsletter, School Wide Newsletter, Pupil Path, Parent Engagement Meetings, Parent Learning Walks, Coffee with the Principal, Teacher Outreach via phone calls represent some of the ways PS 140 strengthens outreach to parents.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of parents will engage in school activities and workshops that promote parental education, academic performance on a monthly basis in an effort to promote community involvement and parental ties as measured by parent attendance.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>SLT created a sub-committee to further evaluate areas where parent perceptions scored lower on the Learning Environment Survey</p>	<p>All Parents</p>	<p>December-January 2016</p>	<p>SLT Parent Sub-Committee</p>

Increase communication by using Messenger, School website and Pupil path using explicated wording of you are invited to the following event, program performance , etc.	All Parents	September 2015-June 2016	Parent Coordinator Technology Coordinator
Provide a series of parent workshops that are practical for parents to assist in preparing their children with college and career readiness.	All Parents	October 2015- June 2016	Parent Coordinator
Provide a beginning of the year Curriculum Night, plus monthly CCLS Workshops linked with the PTA meetings that actively engage parents in a real world CCLS task that teachers do with students in their classrooms.	All Teachers	September 15- through June 2016	September 2015-June 2016

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.											
Parent Coordinator, Parent Sub-Committee from SLT , Per Session or Meal to compensate teachers for planning and delivery of workshops to parents, Funds to purchase Subscription to Survey Monkey , Funds for Phone Messenger, Funds to Website Hosting Services that provides, on-line a access, texts, and emails.											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 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, increased attendance by parents at school wide events. Increased school events by members of SLT, PTA that attend monthly PTA meetings. By February of 2016 50% of all parents will have either been contact via Pupil Path or received specific information related to Parent Learning Walks, Parent Teacher Conferences, or Coffee with the Principal.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Foundations, FNP, I-Ready Assessment, State Assessments	Re-teaching, Phonics and Targeted Reading Strategies	Small Group - Push In and Pull Out	During regular school hours
Mathematics	Ready Assessment, State Assessments, GoMath Baseline and Item Skills Analysis	Review foundational mathematical conceptual knowledge	Small Group – Push in and Pull Out	During regular school hours
Science	Baseline Assessment for Grade 4 - K-3 and Grade 5 Unit of Study Exam	Differentiated instruction by the Science cluster teacher and classroom teachers during the regular day.	Hands on instruction and reinforcement weekly. Extensive professional development for grade 3-5 teachers to focus on strategies for small group instruction	During the school day & Fridays 2:30 - 4:00pm
Social Studies	Foundations, FNP results, I ready assessment and Content Area Exams.	Differentiated instruction by the classroom teacher. Classroom-Initiated Projects on Social Studies	Hands on instruction and reinforcement weekly.	During regular school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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>PS 140 adopts a comprehensive system for training and hiring new staff.</p> <p>Resumes from college students majoring in Education are reviewed and filed. Positions are also posted on the Open Market, and a Hiring Committee is formed and staffed on a voluntary basis. When a vacancy for a position is expected, Hiring Committee meetings take place after school or during the summer vacation. Resumes, interview questions, sample answers, and interview procedures are created and/or reviewed at these meetings. A written response to an essay question, an interview, and a model lesson are part of the interview process. When possible, a model lesson is conducted by the person being interviewed. Consensus must be reached by committee members before a candidate is chosen to fill a position.</p> <p>Upon being hired, new teachers participate in a new teacher group that meets one morning per week in order to provide support and guidance. All new teachers participate in the teacher-selected, and teacher-guided, professional learning experiences at least once per week.</p> <p>New Teachers are partnered or “buddied” with a highly effective-or-effective-rated veteran teacher to give grade specific guidance and training about curriculum, classroom management, and best teaching practices. Inter-visitations are arranged through the administrative staff. New teachers are also explicitly trained in understanding and using the Charlotte Danielson Framework for Teaching Rubric in order to improve their teaching practices. New teachers are encouraged to continue their professional growth by participating in outside organizations/events such as college or UFT classes, museum workshops, trips, the Teachers-Pay-Teachers website, etc.</p> <p>Our Professional Learning program to support the new teachers is outlined as follows:</p> <p>All new teachers are assigned to a Vertical Team, which meets once per week on Monday after school. In these Vertical teams, teacher representatives from each grade from Kindergarten through Grade Five meet to look at students work, analyze data, and plan professional development around a particular curricular area. These four areas are as follows: Literacy, Math, Response to Intervention (Meeting the needs of Special Needs students), and Data Analysis. The teacher gets to choose his/her specialty, and contributes to the meetings, as well as bringing back professional development plans for his/her grades.</p> <p>Teachers plan professional development experiences for their grade level colleagues. For example, a Grade Four Math specialist will gain Professional Development ideas from the Vertical Team meetings, and then plan an</p>

experience for his Fourth Grade colleagues, to be presented during weekly grade professional development meetings. Throughout the school year, each teacher will have the opportunity to lead professional development four times per year. Each teacher also benefits from professional development experiences provided by colleagues

Our Cabinet/Professional Development team meets once per week to analyze data and make decisions about a Professional Learning Calendar, curriculum planning opportunities, and additional professional development opportunities, as the needs arise.

Inter-visitation to colleagues, on the same and different grades, are encouraged. It is expected that a new teacher will participate in at least four visits to another teacher's classroom per year.

New Teacher participate in teacher surveys where they may have further voice in influencing decisions regarding Professional Development topics and planning.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

In order to enable students to meet the demand of more rigorous Common Core State Standards, our staff has to be well-versed in those standards and the strategies needed to help students meet them. Towards that end, maintaining the quality of our school's professional development program is a strong priority at P.S. 140Q. We place an emphasis on planning and preparation being collaborative, and our professional development that supports this is collaborative also. No teacher, or other staff member, works in a vacuum; we are all responsible for the success of all. All teachers participate in the following "Teacher Teams": Weekly Vertical Team meetings, weekly grade-level professional development meetings, weekly Data review meetings, and weekly Inquiry meetings. These are in addition to daily preparation periods that are shared with colleagues on their grades, in order to share grade-specific Professional Learning experiences, as well as collaborative planning.

Vertical teams meet after school for 40 minutes once per week, around Literacy, Math, RTI, and Data. One teacher from each grade represents his/her grade at these meetings. Standards are unpacked, and the various challenges of meeting similar standards across grades are shared, compared, and analyzed. Student work and other data are analyzed in order to notice trends upon which to based future professional development. Teachers on the vertical team turn-key information back to their grades. All teachers are individually responsible for presenting to their colleagues during a four to six-week cycle of professional learning experiences.

Members of the School's **Professional Development Team**; consisting of supervisors, representatives from each grade, and "specialists" such as our Science Teacher and SETSS Teacher cycle in to the teacher-directed Professional Development, as needed, to offer professional learning on new curricula, new DOE mandates, etc. Analysis of teacher surveys and, data from ADVANCE by the instructional cabinet, offers insights into possible new opportunities for professional learning. The Cabinet and Professional Development Team are responsible for ensuring that curricular calendars, Professional Development plans and schedules, and scope and sequences of the various curricula are followed.

The Principal's Cabinet meets once per week to analyze data within and across grades, in different curricular areas, in order to update and adjust professional learning activities. The school wide professional development team meets once per month to look at student work across grades, and to allow for input from all teacher representatives. The ORID protocol is used, where staff members look at student work samples and are "Objective, reflective, interpretive, and decisional" in making next steps to plan and implement instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

Part 4: SWP Schools Only

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

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

Pre-K teachers are invited to professional learning experiences, during Chancellor’s conference days, to learn the academic expectations for Kindergarten. In addition, they attend all PD provided by the Department of Education (DOE), and the networks related to having high expectations for Kindergarten students. They also participate in the Kindergarten Inquiry Team meetings, where info is shared regarding the processes involved in meeting the needs of Kindergarten students. Parents of Pre-K students attend workshops given by the Parent Coordinator to prepare them to help their children get ready for Kindergarten. Books and other materials are distributed to the Pre-K parents at “moving up” time, so that they may work with their children over the summer prior to starting Kindergarten. In addition, Pre-K has implemented the Pearson “Work Sampling” program, to ensure that teachers, parents, and students are connected and aware of standards-based skills requirements and progress, via a web-based program.

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.

Pre-K teachers are invited to professional learning experiences, during Chancellor’s conference days, to learn the academic expectations for Kindergarten. In addition, they attend all PD provided by the Department of Education (DOE), and the networks related to having high expectations for Kindergarten students. They also participate in the Kindergarten Inquiry Team meetings, where info is shared regarding the processes involved in meeting the needs of Kindergarten students. Parents of Pre-K students attend workshops given by the Parent Coordinator to prepare them to help their children get ready for Kindergarten. Books and other materials are distributed to the Pre-K parents at “moving up” time, so that they may work with their children over the summer prior to starting Kindergarten. In addition, Pre-K has implemented the Pearson “Work Sampling” program, to ensure that teachers, parents, and students are connected and aware of standards-based skills requirements and progress, via a web-based program.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	269,474.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	121,719.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,583,862.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 140Q]**, 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. **[PS 140Q]** 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) Template

[PS 140Q], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Edward K Ellington School</u>	DBN: <u>28Q140</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 checked="" 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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The program will provide specific instruction that is aligned to data analysis from prior interim exams, diagnostic exams, reading baseline assessments that focus on skills and strategies that will enable the English Native Learner to improve achievement levels as measured by the NYSITELL and the NYS ELA and Math examination. The program will begin January 2016 through April 2016 students will meet twice per week. Teachers will use test English Language Arts scripted program that allows students to improve English, vocabulary, subject verb agreement and sentence structure. We will also use test preparation materials to (1) address our school instructional focus, inference, vocabulary, and close reading strategies. (2) Allow students to become familiar with the NYS ELA and Mathematics examination with the NYSITELL.

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: _____ In order to strengthen the skills of our English As A Second Language teacher, the teacher attends workshops in school on district level and one on one training from webinars and our school based consultant. Our teachers attend professional development every Monday on topics such as: differentiated instruction, vocabulary acquisition, using text features to comprehend. Ms. Pena and Mr. Alvarado will receive training every Monday during professional learning sessions. They will also attend borough based training when they are available. The topics that will be covered are vocabulary acquisition. Using text features to comprehend writing across the curriculum. The person(s) that are responsible for this professional development are: Assistant Principal, coaches, borough officers of ENL, school based consultant.

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: _____ During school hours, after school parent engagement sessions, our parents are invited into workshops that will expose them and teach them different strategies and skills that enable them to assist their children. These strategies will help students improve both in their homework, classwork, and on statewide examinations December 2015 through June 2016. Some of the topics will be covered is: Homework without tears, Using mathematics in the home, Cooking with your

Part D: Parental Engagement Activities

children, How to acquire vocabulary, Reading comprehension strategies. Assistant Principal, Instructional coaches, Borough-wide ENL leaders, and ENL teacher will be responsible for providing the parental workshops

Part E: Budget

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

Allocation Amount: \$141,459

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 	<u>\$75,382 - Teacher Salary - \$20,000 - Per Session (Afterschool & Saturday Program)</u>	<u>The ENL teacher will provide targeted instruction during the school day in addition to after school support. ENL teacher will provide support to students during a Saturday enrichment program.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$35,000 - Educational Consultant</u>	<u>Ed Consultant provides targeted support to ENL teacher and prepares parent frinedly workshops in order to clkarify the strategies parents can use at home to support their children.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$196.00 - Foundations Letter Boards K/1 \$25 - Trick Word Flash Cards \$147.84 - Magnetic Letter Tiles \$326 - Foundations Letter Board</u>	<u>During our after school program and Saturday Program students in grades K-5 review key Phonics based instruction.</u>
Educational Software (Object Code 199)	<u>\$16,383 - Curriculum Associates (i-Ready Diagnostic Assessment)</u>	<u>i-Ready enables teachers to target insruction based on Phonics, Phonemic Awareness, Decoding. It provides student friendly interactive tutorials based on specific skills determined by the diagnostic exam administered to students.</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$141,598</u>	<u>Total for all services as per the budget</u>

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 28	Borough Queens	School Number 140
School Name Edward Kennedy Ellington		

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 David Norment	Assistant Principal Eartha Pruitt & Robbyn Hassberr
Coach SDhamena Alli	Coach Erika Hunte
ENL (English as a New Language)/Bilingual Teacher Alvarado/Pena	School Counselor Aletta Hall
Teacher/Subject Area Lisa Pena /ELL Support	Parent type here
Teacher/Subject Area Alvarado	Parent Coordinator Beverly Baptiste
Related-Service Provider tLisa Pena	Borough Field Support Center Staff Member type here
Superintendent Mabel Sarduy	Other (Name and Title) Aletta Hall Social Worker

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	453	Total number of ELLs	32	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	13	0		2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	2	1	1		3	3								0
Chinese														0
Russian														0
Bengali		2			1	1								0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								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)						2								0
Emerging (Low Intermediate)					1	2								0
Transitioning (High Intermediate)														0
Expanding (Advanced)	1	3	1	0	2									0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

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

Our school currently uses the Fountas & Pinnell Assessment tool to assess early literacy skills of our ELL students. The F&P assessment allows us to analyze our student's fluency rate as well as the student's phonemic awareness. The F&P Assessment is also used to determine independent and instructional reading levels and for placing students on the F&P A-Z text gradient. The test is given three times per year to measure whether or not the students are meeting grade specific benchmarks. Progress monitoring is done on a monthly basis and is used to drive instruction, to help our ELL students make progress. In addition to F&P Assessment, our schools also utilizes Foundations as an early intervention tool to assess the literacy skills of our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data from the 2014- 2015 NYSITELL reveals that the students on each grade level (2-Beg.), (1 Intm.), and (3Adv.) as compared to the NYSESLAT (1-emg) and (7expanding.) are making gains in english language acquisition. The students are showing higher levels of proficiency across the grade levels as they gain more exposure to the language. Ninety percent of our students fall into the Expanding Category.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across the NYSESLAT; Reading Writing Speaking and Listening modalities drive our instruction. We need to continue to increase reading volume so that the students may increase their reading stamina, acquire more grade level academic vocabulary, and expand background knowledge. As a result, students reading and writing skills will improve. According to the NYS EIA results, (3 students on grade 4 scored a level one), and on the NYS Mathematics Examination (2 students scored a level 1), and (1 student scored a level 4). With a focused effort, we plan to move the three students with level 1 on to level 2. The student that scored a level 2 in mathematics will get additional group work that will increase the students' basic math skills. The student that scored level four on the NYS math exam, will receive more rigorous instruction.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- 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?

The insights that are implicated on the data collected from the 2015 NYSESLAT, shows that our students are making some improve as per Fountas Pinnell Gradient. We have 90% of our students that fall into the expanding category and 10% of the students falling into the Emergent category. The formative, Summative and Periodic Assessments, are used to monitor students' progress. The ELL Periodic Assessment predict the level of the students' skills in Listening, Reading, Writing, and Speaking. The item analysis report pinpoints the area of need for each student. After reviewing these results, the ENL Teachers use the data to plan instruction tailored to the needs of the individual student. The patterns across the proficiencies and grades indicate that students have been making steady progress. Sixty-six percent of the students moved from intermediate levels to the expanding level. We do not have any students taking tests in their native language.

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 use a variety of Formative and Summative assessments to help us monitor our English Language Learners. In the classroom the ELL teacher uses "Checks for Understanding to monitor the ELL student during classroom instruction. If the ELL teacher notices that the student(s) is not getting the skill and/ or strategy the instruction is shifted to help that student during Tier I. If the student continues to struggle, the teacher provides small group instruction with the ELL students in a small group with the use of different skills and strategies than Tier I. This small group takes place in the classroom. After carefully monitoring the student through conferencing and assessments, the teacher continues to "Check for the students' understanding", the ELL teacher moves the student to TIER II instruction. Tier II instruction takes place out of the classroom with an intervention program, "Great Leaps. Currently, our ELL teacher pushes in for Tier II RTI instruction. Tier II intervention starts when the ELL teacher utilizes assessments and finds the student needs additional academic/language support. The students in Tier II are pulled out and the ELL Teacher uses a universal screener I-Ready to gather data and inform instruction for the Tier II student. The ENL teacher provides the Tier II with 45 minutes of additional services.
6. How do you make sure that a student's new language development is considered in instructional decisions? All of our ELL students are flagged and placed in one class because we believe that students learn well with their peers. The teacher of the English Language Learners have diverse expertise in providing adequate instruction to our English Language Learners. These teachers have multiple certifications and experience in implementing multiple strategies that meet the needs of English Language Learners. When making instructional decisions regarding ELLs, a teacher must consider the possibility that ELLs may have difficulty understanding directions, and distinguishing sounds that are different from those in their first language. ELLs may also find it difficult to remember sight words. If they do not understand the meanings of these words, the teacher must also consider the fact that there are differences in learning to read in a first language and in a second language which can provide challenges that must be addressed. Finally skills developed in a student's first language transfer to English, if teacher's help the students, make connections. Our teacher use scaffolds to meet the needs of our ELLs. The ENL teacher also differentiates instruction to meet the needs of ELLs by using pictures, labels and cues. Instructional units are developed with multiple entry points for the English Language Learner.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). In order to evaluate our English Language Learners, we use multiple forms of assessment (Formative Assessments, Summative Assessments, Statewide Examinations, and Periodic Assessments): Fountas & Pinnell, and State English Language Arts Exam, NYSESLAT, and, NYSITELL as well as the NYS Progress Report. We gather the data to determine if our program is effective. We also give internal weekly assessments to progress monitor the success of our ELLS

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. In order to identify and English Language Learner we use the following protocol. Upon registering a child or the first time in a New York City Public School, the parent of that child is given a Home Language Identification Survey (in their preferred language). After completion of the Home School Language Identification Survey, one of the English Language Learner Committee Members (a

licensed and trained pedagogue including either one of the following: ENL Teachers, Principal, Assistant Principals, or Testing Coordinator meets with the parent has an informal interview in English, or the preferred language of the parent when possible. We have teachers on our staff that speak Spanish, Haitian Creole, and Arabic. All school staff-related sections of the HLIS is reviewed and signed by the appropriate Personnel, Lisa Pena ENL Teacher, or Eartha Pruitt ENL Supervisor. The Home Language Survey is carefully reviewed by Mrs. Pena, or Mrs. Pruitt, and the corresponding Language Code is determined based on the assessment of the information collected on the Parent's HLIS in conjunction with the interview. This information is placed in ATS by the Secretary Mrs. Cobos. Based on the parent's information in the HLIS the eligibility for the NYSITELL is established. The ENL teacher informs administration of all the students with a Home Language Code that is other than English, within Ten School Days.

Within the same Ten Days, the NYSITELL Spanish is administered to students that have a Home Language Code of Spanish and found eligible for additional Language support. The results for the NYSITELL English and Spanish are scanned in the school via ATS System. The corresponding results of the exams are kept in a binder in the Principal's Office. The cut score matrix of the NYSITELL is used to determine the Students' ENL entitlement. If the student is entitled to ENL service the parent is called in within 10 days to view a video that explains the three programs: Transitional Bilingual Program, Dual Language, and Free Standing. The parent is involved in a discussion to help the parent choose the correct program for their child. The pupils are placed in the English Language support Program based on the parent's choice, and are provided with mandated instructional units throughout the school year. At the end of the school year, every ENL student will be administered the NYSESLAT in Speaking, Listening, Reading, and Writing. If the parent is not satisfied with the determination of the status of his/her child, they have a right to appeal the decision. Parents are informed that they have 45 days to appeal the decision.

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 placed in age-appropriate classrooms. We try to pair the SIFE with a peer who speaks his/her language. The SIFE are given an equal access to participate in all student activities and receive Title III and RTI services, as well as the support of the Guidance Counselor and Social Worker. We give students intensive instruction in building literacy skills and vocabulary development in a small group setting. If additional support the SIFE is placed in the classroom with the ENL on their specific grade level.

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).

Newcomer students are provided with language Tutor, visuals, manipulatives, picture books and tapes, and i-ready. Differentiated Instruction is provided for all ELLs. We distribute to students, available bilingual glossaries in Content Areas and make sure the child has a dictionary in his/her home language with them during and after school hours. We closely monitor their progress both in English language acquisition and in the Content Areas through formal and informal assessment, conference notes and conversations. We also reach out to parents to consolidate Home and School connection. Our Parent Coordinator Beverly Baptiste, helps find parents speaking the same language. Parents are provided with translated versions of the information sent out to parents. Parents are invited to enroll in the Adult ESL Class of our local library. Since NCLB requires testing for ELLs in the system for more than one year, our ELLs are part of RTI, after school instruction and Saturday instruction. (as per 2015-2016 budget allotment).

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 Teacher Mrs. Pena, downloads Entitlement Letters from the DOE website in both English and the parent-preferred languages, customize them for each student, attach the Parent Survey and Selection Forms, place them in an envelope and send them home for the parents to respond. We make sure parents are aware that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. We make several attempts to reach out to parents and help them choose a program for their child. In case the letters are not returned, and our attempts to reach out to parents are ignored, we contact the Placement Office, request appropriate documentation for Bilingual Education and send that information to parents. The letter is mailed to the child's home and an additional copy is backpacked home with the child. Along with the letter, a phone call is made by the Parent Coordinator, Beverly Baptiste describing the letter and the procedures. The child is also informed about the default if the letter is not returned.

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).

The parents are notified of their child's status five days after the determination by letter. The letter is sent home and the letter explains that the parent has 45 days to appeal the decision. The parent letter is sent home in English and in the child's native language.

The parent coordinator Mrs. Baptiste will also call the parent and explain the appeals process to that parent. If the parent does not speak English, Mrs. Cobos will interpret the appeals process in Spanish.

A letter explaining the appeals process will also be sent home with the student. This letter will have a stub that the parent must sign and send back to school. All stubs will be collected and kept in the Lat Committee Binder.

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.
- The structures that are in place to explain the three language programs (Transitional Bilingual Education, Dual Language, and the Free Standing ENL Programs) is as follows:
- Once the student (given an appointment at registration by ELL Teacher, Lisa Pena or ELL Supervisor, Eartha Pruitt) is identified as an ELL student, the parent is called in for an orientation. During this orientation process, the members of the Language Allocation Team will explain the different program choices to the parent and how the student may benefit from the different program choices. The parent will also watch a video that explains the different programs. At this time, the parent may engage in a discussion to clarify any questions that the parent may have. The orientation is once a month; on the third Friday of the month. If the parent registers between scheduled orientation dates, one of the LAT members will meet with the parent on a one-to-one basis to explain the three programs. All parents will sign in and all documents from the orientation will be found in the ELL Binder.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- In order to ensure that parents return surveys and program selection forms in a timely fashion, the following is the process:
- Upon registering of the new student(s), all parents that speak a different language at home receive a survey to complete on the premises. The parent is interviewed by the ELL teacher and the form is copied. The original survey goes into the child's record card. The copy goes into the ELL Binder.
- After the parent completes the orientation, that parent has five business days to complete the choice of program form and submit it to the student account secretary Mrs. Cobos. However, parents are encouraged to choose a program after orientation. Mrs. Cobos files the form in the ELL Binder. The parent coordinator Mrs. Baptiste calls the parent to remind the parent of the sensitive deadline. Mrs. Baptiste also reminds the parent of the default program. A letter of the program selection is sent home with the student.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Our school LAT members monitored whether or not the survey and the program choice are in the ELL Binder in a timely manner. We use a check and balance system; each student name is placed on a list and they receive a check under home survey and a check under program selection, if they have a form on file. All forms go in the student record card. If the student doesn't have a form on file, the parent is called to come in and complete the form with a member from the Language Allocation Team. A copy of each form is placed in the ELL Binder. The ELL supervisor checks the book on a monthly basis to ensure that all student forms are accounted for.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement parental letters are distributed via mail. A letter is sent to the student's home explaining the child's placement for an ELL Program with a stub bearing that the parent has read the letter and is aware of their child's program. A copy of the same letter is also sent home with the child. The student or parent must return the stub back to school within three days. If the stub is not returned, the parent coordinator, Beverly Baptiste, will intervene and call the parent to make arrangements for the parent to return the stub.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Our school has a binder which is found in the Principal's Office. This ELL Binder has a copy of all forms that the student's parent has filled out and signed (entitlement letters, parent surveys, placement letters, etc.). The original forms are in the student's record file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The steps taken to administer the NYSESLAT are as follows: All ELL students are identified according to their placement. The students are placed in categories according to their placement (Advance, Intermediate, etc.). The students are placed in corresponding groups to be tested. The different times are allotted according to the placement criteria. The students are tested with their peers under the standardized testing procedures.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Parents are notified via telephone or letter to set an appointment to review the students' progress with the ELL Supervisor Eartha Pruitt, or the ELL Teacher Lisa Pena to discuss changes in the child's program. These appointments are aligned with Parent's Engagement Conferences which take place every Tuesday. A parent must be notified of these conferences; a letter will be mailed home requesting a conference. A copy will be backpacked with the child. The letter will be placed in the ELL Binder.
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 the Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
- After reviewing parent surveys, 98% of our parents continue to request the Free Standing ENL Program. Most of our parents prefer for the students to learn in English with supports of native language. We are able to meet our parents' requests.

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.
This year 2015-2016 our Ells program is delivered through a combination of the pull out / push in model. The Students are placed heterougeneously mixed proficiency levels. the class travel in a group. the ENL students are grouped within the classroom and the ENL Teacher provides the group with Tier I and Tier II instruction.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
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)?
Our staff ensures that the students are receiving the mandated amount of instruction in the following ways: our state-licensed ESL teachers push into classrooms to provide them with instruction; the students that are on the beginning level and intermediate level receive 360 minutes of instruction per week. The students that are functioning on the advanced level receive 180 minutes of instruction of ELA as per CR Part 154.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The school ensures that the ELLs are receiving instruction that is age and grade appropriate by ensuring that teachers create standard based units of study with the multiple entry points for the English Language Learners. Teachers are also required to create daily lessons with entry points for Ells. The teachers are to check for students understanding and shift the instruction to meet the students' needs. Our ESL teachers use research-based instructional approaches and methods to make content comprehensible to enrich student language development. They integrate Common Core Learning Standards with the content area instruction into their teaching. There is a focus on content vocabulary, differentiated instruction and scaffolding. Our ESL teachers confer with the classroom teachers as well, the Special education teachers to set goal for individual students and to teachers plan for differentiated instruction to help students improve their Speaking, Listening, Reading and Writing skills .The teachers choose one or more strategies and the instructional focus for the week in writing and reading comprehension to help the ELLs meet the CCLs on their grade level .The teachers support content vocabulary by adopting a word of the week and the idiom of the week, along with concepts for the ELLs. Teachers provide scaffolded instruction for the different units in ReadyGen, and Go Math. In addition, pertinent thematic units are taught.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
In mathematics, the students whose home langauge is Spanish is tested in Spanish. Materials used to support English Language Learners found eligible for English language services and whose home language is Spanish, we administer Spanish NYSITELL to identify their native language skills. For students with special needs, bilingual specialists assess students' native language skills using appropriate language instruments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that the students are being evaluated in the four modaities by the use of specific testing tools. We use Fountas& Pinnell to measure Reading ; Fluency and Comprehension. We use F&P we use the Measure of Student Learning to measure writing and we use Foundations Phonics Assessment to mesure Listening and Speaking. We also use Teacher made Weekly Assessments to measure reading comprehension, and Writing. The NYSESLat also measures all four modes of language , Listening, Speaking, Reading, and, Writing which is a standardized test.
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

The schools ensures that the ELLs are receiving instruction that is age and grade appropriate by ensuring that teachers create standard based units of study with the multiple entry points for the English Language Learners. Teachers are also required to create daily lessons that with entry points for Ells. The teachers are to check for students understanding and shift the instruction to meet the students' needs. Teachers will use scaffolds, and strategies as well as the instructional focus, writing and reading comprehension to help the ELLs meets the CCLs on their grade levela. SIFE students are placed in age-appropriate classrooms. We try to pair the SIFE with a peer who speaks his/her language.

The SIFE are given an equal access to participatein all student activities and receive Title III and AIS services, as well as the support of the Guidance Counselor and bilingual social worker. We give students intensive instruction in building literacy skills

and vocublary development in a small group setting.

b. Newcomer students are provided with I Ready, language Tutor, visuals, manipulatives, picture books and tapes. Differentiated Instruction is provided for all ELLS. We distribute to students, available bilingual glossaries in Content Areas and make sure the child has a dictionary in his/her home language with them during and after schools hours. We closely

monitor their progress both in English language acquisition and in the Content Areas through formal and informal assessment, conference notes and conversations. We also reach out to parents to consolidate Home and School connection. Our parent Coordinator, Beverly Baptiste, helps find parents speaking the same language. Parents are provided with translated versions of the information

sent out to parents. Parents are invited to enroll in the Adult ENL Class of our local library. Since NCLB requires testing for ELLS in

the system for more than one year, our ELLs are part of RTI, after school instruction and Saturday instruction.

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.

In order to ensure the students are receiving academic instruction while awaiting appeals, the student is placed in a class with his/her peers. The student is pulled out for ELL insturction with the ELL teacher as an at risk student.this ensures us that the studentwill not lag behind. The teacher also provides thzt ENL with scaffolds and multiple entry points during the lesson. The students are monitored with weekly assessments.

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

The materials used to support English Language Learners and Students with Disabilities are Dictionaries, Thesauruses, fables, folktales, for math instruction teachers used manipulatives,graphic organizers , and strategies .The technology that is used to support English language Learners are promethean boards, desk tops and laptops.

The teachers utilize graphic organizers and word walls to help with English language development academic vocabulary.

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

Teacher's develop lesson plans and insturctional units that are alligned to the the IEP goals and CCLS. These teachers use scaffolds and a variety of strategies to help the students meet their IEP goals, ELL goals and attain proficiency within the least restrictive environment. Teachers meet together on a daily basis during Teacher Team Meetings to analyze student work and provide ENL and SWD's with additional strategies and support such as lessons that involve multisensory, flexible grouping and manipulatives for math.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

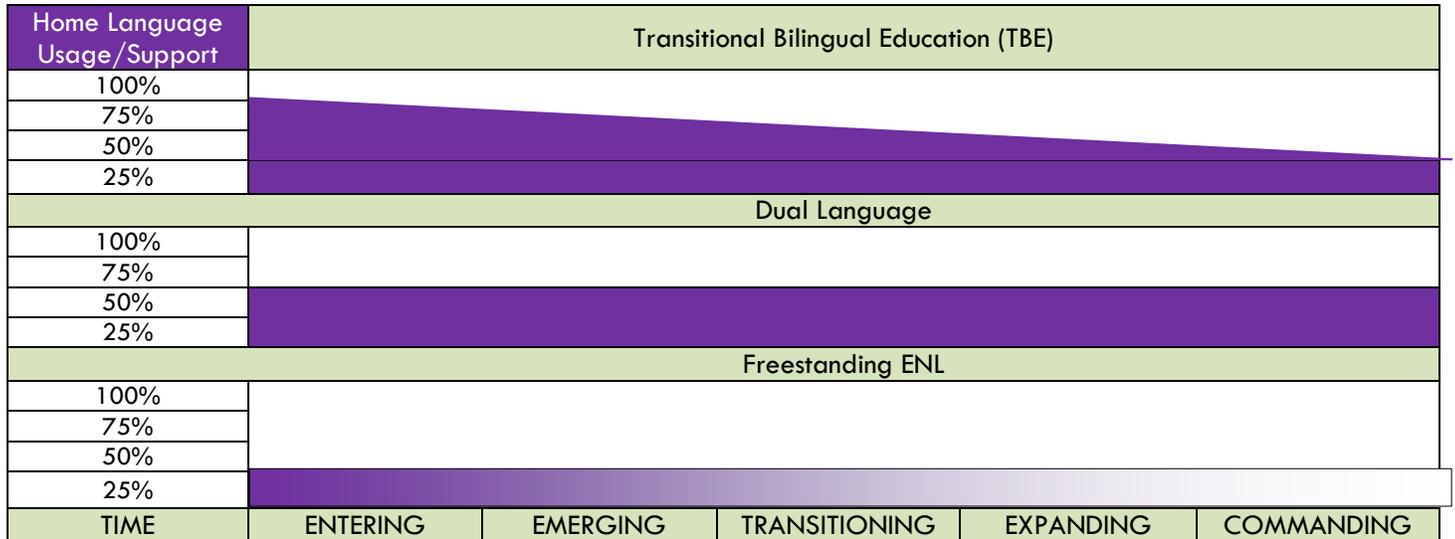


*Note “other approved services” does not apply to New York City at this time.

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.
Our targeted intervention program for EELs are as follows.
The English Language learner instructor will push into the classroom and provide students with six weeks of Tier 2 to both beginning and intermediate students. The Ell Teacher will monitor the student's growth by first giving a baseline assessment and in six weeks giving another assessment. If the student has made progress, the student will remain in the t small group instruction for the ELLs. If the student doesn't make progress the ELL student will be taken out of the classroom to receive TIER 3 intervention, with a different program, for 45 minutes sessions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The program that we currently used is somewhat successful or students are moving on the continuum of the ELLS Scale. However, in most assessments our students are losing points in reading writing and mathematics.
12. What new programs or improvements will be considered for the upcoming school year?
We will be monitoring the growth and development of our ELLs reading and writing. We will be implementing more strategies for answering word problems, reading comprehension, writing non -fiction pieces and vocabulary acquisition.
13. What programs/services for ELLs will be discontinued and why?
None, no programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our Ells have access to the afterschool programs. We currently have Chess in Schools, Marquis Art Studio and a Writer's Club. Our English Language students are able to participate in each program by their choice. Students are given a consent form, and parent must return the form signed giving the student's permission to join. Once the forms are collected, Ells may attend the program.
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.
The materials used to support English Language Learners are Dictionaries, Thesauruses, fables, folktales, for math instruction teachers used manipulatives. The technology that is used to support English language Learners are promethean boards, desk tops and laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home Language support is delivered in content. Teachers allow students to pick books that are centered on the students' culture. The teacher asks the students specific questions that allow the students an opportunity to discuss their culture while learning about other cultures.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The schools ensures that the ELLs are receiving instruction that is age and grade appropriate by ensuring that teachers create standard based units of study with the multiple entry points for the English Language Learners. Teachers are also required to create daily lessons that with entry points for Ells. The teachers are to check for students understanding and shift the instruction to meet the students' needs. Teachers will use scaffolds, and strategies as well as the instructional focus, writing and reading comprehension to help the ELLs meets the CCLs on their grade level.
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).
During the summer, a suggested list of books , is mailed home for students to read over the summer. The teacher mails the lists. Students in grade pre-k thru. Two, receive a Dolch reading list to practice sight words. Parents are also sent a monthly newsletter to inform parents of upcoming events and instructions.
19. What language electives are offered to ELLs?
There is currently no Ell electives. However, from time to time students are offered a Spanish club.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not offer a Dual Language Program.

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.)
All personnel on the ELL Committee receive professional development on several levels; school level, District Level and from a consultant. Every week the constituents on the ELL Committee receive adequate professional development in areas that will help them instruct their students in the common core learning standards. The teachers also receive professional development in good pedagogy as per Danielson Framework. Teachers also meet in grade level teacher teams to learn strategies for instruction.
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?
There are several professional development sessions that are focused on helping the English Language Learners meet the CCLs. The first is build units of study that are standard based; Rich discussions in the Classroom, Assessing Student Learning, and Scaffolding Instruction. Teachers receive professional development on an on-going basis. As data is reviewed, administrators schedule teachers for adequate Professional Development sessions to help teachers of ELLs improve instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Currently we do not have a Dual Language Program in our school.
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.
In order to keep our Teachers abreast of trends in education English Language Learners, and to meet the 50% hourly goals of professional development of Teachers of English Language Learners, our English Language Learner Teachers are sent to Professional Development Session once a month. Agendas and attendance sheets are kept in our ELL binder. This information is turn keyed to the rest of the teachers during Monday PD 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 order to provide parents with an annual individual meeting to discuss their child's progress and next steps for the child, parents are called in once a year by our Parent Coordinator, Beverly Baptiste. After the parent has scheduled an appointment, the name of the parent is placed on a calendar. The parent meets with the ELL Committee to discuss the progress that the student has made/ and or the lack thereof. The assessments that inform the instruction are there for the parents to review. The teacher that services that child is present at the meeting. If the parent is in need of an interpreter, the school will ensure that the parent has on before the meeting. Next steps and goals are reviewed, and revised with input from the parent, and the ENL cycle continues.

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.

Individual parent meetings are recorded in the ELL Binder. All letters that are sent are copied and placed in the binder. All phone conversations are logged with dates, times, and comments. These logs are placed in the ELL Binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited in on a monthly basis to participate in strategies and to inform the parents on things they could do to help their child improve in school. Agendas and attendance sheets are kept in the ELL Binder. Parents are also encouraged to volunteer in our school. Our Parent Coordinator Ms. Beverly Baptiste provides a time for Parents to meet Personnel from School Based Organization that can assist ELL Parents, and or provide the parents with information to help their students improve. (Home School Connections)
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, the school contacts our district parent coordinator to help us book organizations that will assist our ELLs parents.
5. How do you evaluate the needs of the parents?
In order to meet the needs of our parents, a survey is sent out to the parents three times a year. These surveys are written in the home language of the student.
6. How do your parental involvement activities address the needs of the parents?

Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee and the Safety Committee. The Parent Coordinator makes certain that all materials are translated into the major language groups. We have parents who assist families new to the system in their native language. Parents are invited to attend class trips and assembly programs. Our teachers attend PTA meetings to speak on key issues. Each parent has been invited and encouraged to attend workshops provided by staff members. Informative workshops are given for parents of ELLs on such topics as "Common Core State Standards", parent volunteer training, parent bookclubs, workshops targeted for test strategies, parent safety/antibullying meeting, and workshops targeted specifically for ELLs.

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.

This survey is a live document and will be updated three times per year, in order to update ELL information (as needed).

School Name: **Edward Kennedy Ellington**

School DBN: **140**

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)
David Norment	Principal		1/1/01
Eartha Pruitt/Robbyn Hasberry	Assistant Principal		1/1/01
Beverly Baptiste	Parent Coordinator		
Lisa Pena	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Alverado	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Erika Hunte	Coach		1/1/01
Shamena Alli	Coach		1/1/01
	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: 28Q140

School Name: Edward Kenndy Ellington School

Superintendent:

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.

Parents that are registering students for the first time in the New York City Public School System are given a Home Language Identification Survey . After the completion of the HLIS, the parent is interviewed by one of the trained Pedagogue and given an informal interview. During the interview process, the parent is asked what language he/she prefers. If an interpreter is needed to translate during this process, the In-House translator will communicate this process. The parent also chooses the preferred language on the Emergency Card. The preferred language is . coded in ATS.

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

According to the HLIS Forms the preferred languages for our parental community is the following:
Spanish
English

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.)

School Newsletter_ The school newsletter is distributed every month. This newsletter will be in both Spanish and English by a school based translator.

New York State Testing Dates_ The New York State Testing Dates will be downloaded from the DOE Website in Spanish and English

Grade Newsletter_ This newsletter will be sent home by the teacher. It will be translated by an In-House Personnel.

Report Cards- Report cards will be sent home in both English and Spanish it will be translated via the STARS system.

All other communications from school like notices to parent will be sent home in both English and Spanish. The Notices will be translated by an In House Personnel. If the school personnel is not able to translate, the district representative will translate notices for the school.

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.

Open House
Tuesday Parent Engagement
Parent Teacher Conferences
ELL 1:1 Meetings

Part C: Providing Language Assistance Services

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

The school has multiple in-house Spanish speaking personnel that is able to translate and communicate oral and written information to and from the parent. The Translation and Interpretation Unit is called when a language is needed to interpret that is not available in-house.

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 order for our school to meet the communication needs of our parents: Parents are offered both in house translation and utilization of the Translation and Interpretation Unit. Items that are in need of translation over the telephone(such as telephone blasts) will be translated by an In House personnel.

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.)

The school translators f will be trained of the policies and procedures in order to ensure all staff members are aware of how to use translation services. We will ujse several methods of translating information to parents. Some of the method include but are not limited to; T7I Brohure,Language Palm Card and webinars.

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

Information throughout the school community will have signs in both Spanish And english. this information will be sent to the T&I Unit for translation. However, some information will be download from the Department of Education Website. welcome posters , bathroom signs and signs of directions will be translated by In House School Personnel.

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)

The ELL committee will be creating and distributing parent surveys three times per year to gather feedback on the quality of services.our parent coordinator Beverly Baptiste will conduct parent Questions and answer sessions at least four times a year. During, these scheduled meetings,there will be a

translitor present from the T&I Unit. Parents will be able to discuss there concens and ask questions.This meeting will lasts for two hours.