

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **27Q207**

School Name: **P.S. 207 ROCKWOOD PARK**

Principal: **EILEEN DAVIES**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Rockwood Park School School Number (DBN): 27Q207
Grades Served: Pre K – Grade 8
School Address: 159-15 88 Street, Howard Beach, NY 11414
Phone Number: 718-848-2700 Fax: 718-848-4226
School Contact Person: _____ Email Address: _____
Principal: Eileen Davies
UFT Chapter Leader: Anthony Scimeca III
Parents' Association President: Patricia Bioridi/Vita Leone
SLT Chairperson: Tracy Fox
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: (718) 642-5800 Fax: (718) 642-5705

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: (718) 642-5800 Fax: (718) 642-5705

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------------|---|-------------------------|
| Eileen Davies | *Principal or Designee | |
| Anthony Scimeca III | *UFT Chapter Leader or Designee | |
| Patrici Biordi/Vita Leone | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| N/A | 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> | |
| N/A | CBO Representative, if applicable | |
| Margaret Biddiscombe | Member/ Teacher | |
| Annmarie Bitts | Member/ Teacher | |
| Maureen Cozier | Member/ Teacher | |
| Stefanie Hanley | Member/ Teacher | |
| Janine Pizzariella | Member/ Teacher | |
| Cathy D’Andrea | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|--|-------------------------|
| Donna DeMartino | Member/ Parent | |
| Tracy Fox | Member/ Parent | |
| Barbara Ingargiola | Member/ Parent | |
| Karen Marta | Member/ Parent | |
| Grace Russo | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our PreK to grade eight school supports 753 students. Twenty-one percent of our population have IEPs, and we have one sixth grade ELL student. A two-year comparison of the NYS assessments was conducted for 2013/14 and 2014/15. In 2013/14 there were 502 students tested and in 2014/15 465 students were tested. Data for grades 3-8 on the NYS ELA shows an increase of 0.9% in level 1 students from 14.9% in 2013/14 to 15.8% in 2014/15. There was a decrease of 1.9% in level 2 students from 43.6% (2013/14) to 41.7% (2014/15). Level 3 students decreased by 1.4% from 30.3% (2013/14) to 28.9% (2014/15). Level 4 students increased by 2.4% from 11.2% (2013/14) to 13.6% (2014/15). Levels 3 and 4 combined showed an increase in most grades, except grade 5 where there was a 5.4% decrease from 47.5% (2013/14) to 42.1% (2014/15). Grade 6 showed the greatest overall increase of 10% for levels 3 and 4 combined from 35.2% (2013/14) to 45.2% (2014/15). For students with IEPs there was a decrease of 7.6% in levels 3 and 4 combined from 11.1% (2013/14) to 3.5% (2014/15). In 2013/14 there were 81 IEP students tested and in 2014/15 there were 86 students tested. In the 2 years examined, level 1 students decreased by 4.5% from 58.0% to 53.5%. Level 2 students increased 12.1% from 30.9% to 43.0%. Level 3 students decreased by 7.6% and level 4 students remained the same at 1.2%.

On the NYS Mathematics assessment there were 502 students tested in 2013/14 and 458 students tested in 2014/15. Level 1 students increased by 2.4%, while level 4 students decreased by 1.3%. There was an overall decrease of levels 3 and 4 combined by 1.6% from 58.6% (2013/14) to 57.0% (2014/15). Grades 4 and 8 showed the greatest decreases of levels 3 and 4 combined by 26.1% and 23.1% respectively. Grades 3 and 7 showed the greatest increases of 22.5% and 10.8% respectively. For students with IEPs, there was an overall decrease of 2.6% of levels 3 and 4 combined. Out of 81 students tested in 2013/14 and 86 students tested in 2014/15, level 1's decreased by 2.5%, level 2's increased by 5.1%, level 3's decreased by 2.4%, and level 4's decreased by 0.2%.

Our mission statement is as follows: The school community at PS/MS 207 will provide a safe, educational environment that supports, guides, and encourages students to develop freedom of expression, respect for others, and a love of learning. We are forever "In Pursuit of Excellence." We feel our mission statement reflects our school community's supportive environment and the way in which we engage all students so they will be college and career ready.

At PS/MS 207Q, it is our goal to create a community of learners among our staff members. We believe that it is essential for all staff members to work collaboratively, share knowledge and resources, analyze data, and plan together in order to refine lessons and teaching approaches so that all learners experience success and meet standards.

Our school's instructional focus is: Student Engagement: To ensure that the necessary conditions are in place so that students are intellectually active in learning important and challenging content. Our professional learning for the current school year began with a staff learning opportunity to explore the educational research of Brian Cambourne's theory on Conditions of Learning. We followed with an opportunity for teachers to explore the Danielson rubric and find evidence of the Conditions of Learning in Effective and Highly Effective practices. Our goal is for teachers to recognize the need for sound instructional decisions around common practices in each of the Danielson Components. We have followed by including evidence of the Conditions of Learning in our observations and formative feedback discussions with teachers.

The Teaching and Learning Cycle (Assess, Evaluate, Plan, Teach) is at the center of our vision for school improvement. We regularly evaluate assessment data in order to plan focused instruction for the variety of learners in our school building. It is our belief that targeted instruction based on the needs of learners will lead to increased achievement. This

philosophy applies to developing our teachers as well as the students in our school.

The administrative team continuously communicates the high expectations they have set to the staff. Our formative feedback sessions following classroom observations focus on the Danielson Rubric. By designing our feedback sessions around examination of the rubric, the high expectations that are inherent within the framework are clearly explained to each teacher. Next steps for each teacher are designed using the language of the rubric. Teacher goal setting is also focused on the high expectations of the Danielson Rubric. Teachers evaluate the rubric and set professional learning goals around specific components of the Framework. At the on-set of this school year, teachers created goals around 3c: Engaging students in Learning to align with the work of our Instructional Focus.

PS/MS 207Q is one of the few district 27 schools to house the ASD NEST program. The ASD NEST program is an inclusive education model servicing high functioning children with Autism Spectrum disorders alongside regular education students. The purpose of this program is to support high functioning students with Autism Spectrum disorders in their social and emotional development. Each NEST classroom has two co-teachers, one regular education teacher and one special education teacher, who have completed initial NEST training as well as participate in weekly NEST meetings and on-going professional learning throughout the year. During the 2015-2016 school year we will have seven nest classes in grades K-5 with grade four being the only grade with two nest classes.

Most of our classes follow the collaborative teaching model. This affords general and special education students the opportunity for a lower student to teacher ratio while experiencing the benefit of a special education teacher who adapts curriculum to meet the needs of all students.

Student progress on the NYS ELA assessment is our school's main challenge as indicated on the School Quality Guide 2013-2014. While student achievement is meeting the target, our student progress rating of 36.9 falls within the Approaching Target range of 25.5 to 47.2. An additional challenge as indicated by data from the School Quality Guide is in the area of School Environment. In the areas of Instructional Core, School Culture, Structures for Improvement and Attendance Rate our school received a rating of 38.8 which falls within the Approaching Target range of 16.8 to 47.8. All areas except Attendance Rate fall below the city average.

Beginning 2013 to present, the school uses the Common Core aligned instructional programs suggested by DOE. Our elementary school utilizes Ready Gen and Go Math. Our middle school utilizes Code X and CMP3. During 2014-2015, we refined our use of these programs in teacher team work by using our curriculum review protocol. The purpose of this protocol is for teachers to work together to analyze lessons and units within these programs and make adjustments to instructional practice that result in true alignment with the CCLS and the instructional shifts. Teacher teams work regularly to revise curricula and tasks according to recommendations from the protocol in order to meet the needs of all learners.

Our goals reflect the need to plan for higher order learning opportunities in order to engage all students. We are constantly reflecting and discussing with teachers how we can increase the level of thinking and opportunity for high student engagement for all learners.

- Junior Great books program uses a shared inquiry approach, similar to the Socratic method allowing students to answer interpretive questions through discussion.
- A consistent practice in grades K-5 is the Team Talk approach whereby students are prompted with high order questions that result in group discussions around common texts.
- Professional learning focusing on higher order questions and guided reading has resulted in increased use of open ended questions leading to deeper understandings and discussions with complex texts.

- CMP3 Math uses investigations to begin lessons rather than presenting students with algorithms to solve problems. This leads students to a conceptual rather than a procedural understanding of math.
- GoMath uses culminating performance tasks that allow students to apply mathematical skills and strategies to real world applications.
- Middle school social studies has placed a greater emphasis on synthesizing historical documents using CCLS standards in the technical areas in order to have a deeper understanding of historical concepts.

We offer Common Core Regents courses in Living Environment and Integrated Algebra. In June 2015, thirty-seven eighth graders took the Living Environment Regents and twenty-two eighth graders took the Algebra I CC Regents. As we continue to raise the bar of expectations for student progress and instruction in CCLS, we will provide differentiated curricula when appropriate. We are proud of both the staff and students for their commitment to challenging themselves academically.

Technology is utilized across grades and the school has managed resources in order to provide Promethean Boards in all classrooms. In addition, all middle school students have school been issued iPads which are utilized daily to take notes, communicate with teachers, and as a supplement for instruction and in class research.

Students in grades 6, 7, and 8 are offered Robotics every Wednesday in the SASF program. Students work with Lego Mindstorms as well as Vex Modkit for programming. We follow the Carnegie-Mellon curriculum for Lego Mindstorms. Our robotics website is <http://ms207robotics.edublogs.org>

All students in grade 8 receive Spanish instruction three times per week. Grammar and vocabulary instruction coupled with cultural instruction about the twenty-one locations where Spanish is the “official” language prepares students to take the high school entrance exams for Spanish advanced placement. Several of our 2015 graduates will begin high school in second-year Spanish instruction at schools such as Townsend Harris, Frank Sinatra, Brooklyn Tech, and several others.

To prepare our students to be college ready, all 8th grade students take the ELA Research Course. In 7th grade, our technology teacher begins to lay the foundation for the research course by gearing part of her instruction to sourcing, Internet research, and bibliographies/Works Cited pages. Last year, the ELA research course continued this learning in the early Fall months before beginning their term papers in November. Students chose topics based on the NYC Scope and Sequence for Social Studies for their research. They read a book, used Internet sources, incorporated technology such as PowerPoint and wrote a research paper. Our ELA teachers and technology teachers in 8th grade structured carefully the due dates to model for students proper ways to manage time when completing a term paper. This year, because the ground work for research was instructed more intensively in 7th grade, the 8th graders will be completing two term papers. They will spend five months researching and writing a report on a topic they chose from the NYC Scope and Sequence in Science. Beginning in February, they will spend five months researching and writing a report on a topic they chose from the NYC Scope and Sequence for Social Studies. We believe as a school community that this type of report of information is a culmination of years of work with non-fiction texts and is an ideal way to create learners that are prepared for college and career.

Our cross curricular efforts include K-8 Fine Arts instruction aligned to the Social Studies Scope and Sequence. During teacher teams, our fine arts department including the art, technology, and music teachers plan units and projects to connect to classroom learning opportunities.

Our students are involved in many activities that help to foster lifelong learning and citizenship. We collaborate with the Kiwanis club which enables our students to learn community awareness and involvement. They help those less fortunate than they and support those in need. Through Kiwanis there are a number of events that foster our student involvement in their community. Grade 4 and 5 students are involved in a fitness program called BOKS (Building Our

Kids Success) sponsored and funded by Reebok. Middle school students are involved in the Peninsula Athletic League which is a scholar athlete program. It is designed to encourage academic achievement while building a sense of community. Students participate in tournaments during the school day in volleyball and basketball. After games the athletes eat lunch together. It gives them an opportunity to meet students from other schools in neighboring communities. Middle school students are involved in CHAMPS which is designed to motivate students to be active and healthy. They participate in Flag Football and Volleyball. They practice after school and participate in weekend tournaments. This year our students have the opportunity to attend an after-school program, SASF (Sports and Arts in Schools Foundation) which is an afterschool program. A drama club is an integral part of the program. A school production of Guys & Dolls is currently in rehearsal.

We share a partnership with Queens College, St. Joseph's College, and Touro. They send us student teachers who work with one upper grade class and one lower grade class. They also work with special education and general education students. Teachers serve as mentors by sharing best practices with them.

27Q207 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 736 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 9 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 6 | # Music | 6 | # Drama |
| # Foreign Language | 3 | # Dance | N/A | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 0.1% | % Attendance Rate | | 93.8% |
| % Free Lunch | 31.3% | % Reduced Lunch | | 11.7% |
| % Limited English Proficient | N/A | % Students with Disabilities | | 21.9% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 1.5% |
| % Hispanic or Latino | 17.9% | % Asian or Native Hawaiian/Pacific Islander | | 2.7% |
| % White | 75.8% | % Multi-Racial | | 1.6% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 10.34 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 1.7% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 9.04 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 41.5% | Mathematics Performance at levels 3 & 4 | | 58.1% |
| Science Performance at levels 3 & 4 (4th Grade) | 96.1% | Science Performance at levels 3 & 4 (8th Grade) | | 76.8% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 97.0% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | 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 | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | YES | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- There is a need to close the achievement gap in student progress on the NYS ELA Assessment. The results on the School Quality Guide 2013-2014 indicate that student progress is approaching the target. Data shows that the English Median Adjusted Growth Percentile is 59.0% while the average on the peer comparison is 64.2% and on the city comparison is 63.6%. This school is at 26.6% of the peer range and 33.1% of the city range. The school’s lowest third achieved slightly higher (69%). However, in comparison to the peer and city averages, they are below each. This average, 69.0%, is lower in comparison to 71.8% for the peer group and 75.0% for the city. Furthermore, the targets for the 2014-2015 assessments, will require a minimum of 63.4% to meet the target and 67.4% or higher to exceed the target.
- The 2015 NYS ELA cut scores indicate that there will be a slight increase in student performance. In grades 3-8, 470 were eligible to take the exam. Seven students refused to take the exam. Out of 27 students, who are expected to not meet the standard, 22 of them are students with IEPs. Grade 4 and grade 6 had the greatest number of students who did not meet the standard.
- Our school’s strengths include rigorous instruction, high expectations and actively engaged students. There is a strong need to maintain and strengthen our school’s academic program. Continued implementation of the following activities will address the school’s needs: collaboration of teacher teams, progress monitoring of all students, flexible instructional groups, and rubrics to provide clear expectations.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will refine curriculum and adjust pedagogical practices in order to improve student outcomes as measured by a 10% increase in growth percentiles on the 2016 NYS ELA Assessment.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <p><u>Rigorous Instruction</u></p> <ul style="list-style-type: none"> • Address instructional shifts through discussion at teacher team and school level by referencing the Danielson Framework for Teaching • Curriculum maps and performance-based tasks will be developed by grade/subject teacher teams to ensure that instruction is differentiated, motivating, and aligned to the CCLS and/or content standards and instructional shifts. • Front-loaded rubrics support student learning by providing expectations followed by informative feedback highlighting strengths and areas in need of additional support. • Professional learning focusing on higher order questions and guided reading has resulted in increased use of open-ended questions leading to deeper understandings and discussions with complex texts. • Examples of successful implementation of instructional tasks, standards, and levels of support provided by the teacher will be reflected on bulletin boards. • Tri-annual benchmarking and ongoing progress monitoring of student growth informs instructional decisions and enables the teacher and the student to understand next steps towards attaining the goal. • Focus on gradual release of learning responsibility to students, through the explicit teaching model, to increase their engagement and growth • Flexible instructional groups will be structured according to need using materials that are appropriately challenging and aligned with learning outcomes while supporting student | <p>Students in grades K-8</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers RTI Providers Paraprofessionals PIPO Providers</p> |

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| <p>growth. This type of small-group instruction supports risk taking in an environment of trust.</p> <ul style="list-style-type: none"> • Literature Circles in grades 5-8 will provide opportunities for increased student engagement and expansion of ideas. Questions of high cognitive challenge, formulated by students and teacher, will be supported by this strategy • Foundations, a research-based program, will provide students with necessary skills for the development of phonological/phonemic awareness skills, phonics, and spelling • Junior Great books program uses a shared inquiry approach, similar to the Socratic method allowing students to answer interpretive questions through discussion. • A consistent practice in grades K-5 is the Team Talk approach whereby students are prompted with high order questions that result in group discussions around common texts. • Integration of iPad technology with ELA, Math, Science, and Social Studies curricula to increase student engagement • RTI will be provided for students in grades K-3 to provide early intervention. The RTI provider will hold parent informational meetings about the reading process. | | | |
| <p><u>Refinement of ELA Core Curricula, Ready Gen and Code X</u></p> <ul style="list-style-type: none"> • LASW, over time, including assessments and performance-based tasks will support effective conferencing and goal setting while informing instructional planning • Teachers will engage students in higher order questioning techniques through the use of Depth of Knowledge (DOK) matrix • Teachers will engage students in rigorous reading and writing experiences grounded in evidence from text, both literary and informational. <p><u>RTI</u></p> <ul style="list-style-type: none"> • Progress monitoring will inform instruction and enable fluid grouping as needed • Small-group differentiated instruction will be provided for lowest 1/3 students. Teachers will utilize engaging, high-quality, research-based instruction using the Fountas and Pinnell Leveled Literacy Intervention Program. | <p>Teachers</p> <p>Students in grades K-8</p> | <p>September 2015 – June 2016</p> | <p>Administrators</p> <p>Teachers</p> <p>RTI Providers</p> <p>Paraprofessionals</p> <p>PIPO Providers</p> |

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| <ul style="list-style-type: none"> ● Ongoing communication between the RTI provider, classroom teacher, student, and parents will foster trust and stronger support for child development <p><u>Co-teaching Model</u></p> <ul style="list-style-type: none"> ● <u>ICT classes in all grades from K-8 to give support to SWDs to reduce teacher/student ratio</u> ● <u>Nest classes designed to acclimate and develop academic and social skills in students with Autism</u> ● <u>Differentiation of instruction for all SWDs to meet their academic and social goals</u> ● <u>Utilization of leveled resources and materials to build competency and self-confidence</u> ● <u>Performance tasks will be differentiated to meet student learning style</u> ● <u>Paraprofessionals will provide additional academic and social support</u> | | | |
| <p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> ● Increased opportunities to Meet the Teacher /Parent Teacher Conferences to inform parents of grade level expectations and monitor student growth ● Build parent/teacher relationships through phone and email contact to develop a better understanding of student strengths and needs. Increased accessibility on Tuesday afternoons designated for parental contact. ● Tuesday afternoon parent informational meeting provided by RTI providers ● Strengthen the home school connection through communication of independent and instructional reading levels for all students. Lists of leveled texts will be provided to parents in order to facilitate the independent practice of comprehension strategies. Reading logs will be signed daily by parents and collected monthly. ● Implementation of ILearn to inform middle school parents of assignments, projects, timelines, goals, and assessment results. ● Progress Reports will be sent home by RTI providers and Middle School teachers. | <p>Parents</p> <p>Students in grades K-8</p> | <p>September 2015 – June 2016</p> | <p>Administrators</p> <p>Teachers</p> <p>Parent Coordinator</p> <p>Guidance Counselors</p> |

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| <ul style="list-style-type: none"> • DOE email will be utilized for communication to keep parents informed of all matters pertaining to the school • Global Connect phone system is used by the Parent Coordinator and administrators to reach out to all parents in a timely manner to inform them of student absence and to remind them of meetings, workshops and other events impacting their children. • Parent Coordinator will act as liaison between parents, teachers, students, and the community. She will foster an environment of trust and respect throughout the school community. In addition, she will coordinate a variety of workshops to promote understanding of curricula, instructional strategies, and assessment • Opportunities will be provided for parents to visit classrooms throughout the academic year | | | |
| <p><u>Trust</u></p> <p>Trust is embedded, as all stakeholders involved in the learning process, work collaboratively toward preparing students for success in school and beyond through:</p> <ul style="list-style-type: none"> • Open and consistent communication • Shared responsibility • Engagement in the instructional programs • School environment of respect and rapport | School Community | September 2015 – June 2016 | Administrators Staff Parents Students |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Administrators, Teachers, Parents, Students, Parent Coordinator, Paraprofessionals, School Aides • Schedule for RTI intervention • Data from all formative and summative assessments • Ready Gen • Code X • Foundations • F/P Leveled Literacy Intervention Program |

- F/P Benchmark Assessment System
- DIBELS
- Student ipads
- Teacher Laptops
- Promethean Boards

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

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

Part 5 – Progress Monitoring

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

By February 2016, 100% of students will show an increase of at least one level in grades 2-8 and in Kindergarten and at least 2 levels in grade I as measured on the MOY Fountas and Pinnell benchmark.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- On the NYC School Survey 2014-2015, 88% of responses were positive concerning a supportive environment. This is 1% above the city average. Sixty-one percent of students indicated that most students at the school treat each other with respect. This figure indicates a 2% increase from the 2013-2014 survey. Eighty-eight percent of students felt that teachers treat students with respect. Although there has been an improvement from 2013-2014, the need to improve programs to promote a more supportive and respectful culture in which students feel safe and challenged continues to be evident.
- In respect to the strengths of our school’s environment, 93% of students feel safe in the hallways, bathrooms, and cafeteria. This is an increase of 8% over last year. In addition, 97% of students feel safe in their classrooms. Eighty-six percent of parents are satisfied with the education that their child has received; this is a 4% decrease from 2013-2014. Ninety-two percent of teachers would recommend this school to parents. This is a 2% decrease from 2013-2014.
- To continue building on these strengths, the following are some programs that will enhance our school culture: PBIS Virtue of the Month Assemblies, distribution of Bulldog Bucks in recognition of positive behavior and citizenship, and ongoing communication with parents via newsletters. Bulldog Bucks will be used by students at a PBIS store to purchase novelty items. During the middle school lunch period, students will be rewarded for good citizenship and positive behavior by receiving additional time in the gym to play structured games.

Part 2 – Annual Goal

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

By June 2016, we will provide all students with social and emotional support by implementing a school-wide Positive Behavior Intervention Support Initiative to improve their social and emotional health, as measured by a 5% increase in positive student interactions as evidenced on the Positive Behavior Intervention Support graph.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <p>1. Administrators, teachers and students collaborate to establish expectations for learning and achievement that will set the tone for the school year.</p> <ul style="list-style-type: none"> • A culture of learning is created in which administrators, teachers, students, and parents value learning and hard work. • Acknowledging respectful interactions among school community members helps reinforce a supportive environment of respect and trust which positively impacts learning outcomes. <p>2. To strengthen our shared learning path to success, results from the Learning Environment Survey will be analyzed so schoolwide concerns can be addressed.</p> <ul style="list-style-type: none"> • In response, the creation of a pilot program for grade 8 students will include the following classes: Real Life Math Skills, Health and Wellness, Vocabulary Development, Functional Writing Skills, and Technology Skills. <p>3. The following schoolwide programs/activities promote an environment of respect and trust:</p> <ul style="list-style-type: none"> • PBIS • PBIS graph displayed on first floor (elementary school) and third floor (middle school) • Honor Roll displayed in main lobby for all to see • School Store • Virtue of the Month Assemblies (PBIS) | <p>Students in grades K-8</p> | <p>September 2015 – June 2016</p> | <p>Administrators Staff Parents Students</p> |

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| <ul style="list-style-type: none"> • Dress For A Cause Day • Announcement Of The Day emphasizing respect • Student Council • Kiwanis Builders Club and K Club • Grade 5 – Life Skills • Schoolwide Project posters • Peer Assessment <p>4. To foster student engagement, iPads have been distributed to all middle school students to enhance instruction and communication</p> | | | |
| <p>Students with disabilities will be encouraged and supported to attend all activities. Some examples are:</p> <ul style="list-style-type: none"> • Kiwanis clubs – community service • PBIS • SASF after-school program • Robotics • Sports teams | Students in grades K-8 | September 2015 – June 2016 | Administrators Staff Parents Students |
| <p>Strategies to increase parent involvement and engagement include:</p> <ul style="list-style-type: none"> • Meet the Teacher Night (Sept.) • Parent/Teacher Conferences (3 + 1) • Parent Outreach – Tuesday afternoon • All teachers are accessible by DOE email • Dads Take Your Child to School Day • Engrade (ilearn) – ongoing notification of grades and assignments • Monthly MS Newsletter • Parent Workshops • High School Night | Parents | September 2015 – June 2016 | Administrators Teachers |

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| <ul style="list-style-type: none"> • Report Cards/Progress Reports • Parents Supporting Instruction (PSI) • Open-School Week • Special Assemblies • Bake Sales | | | |
| <p><u>Trust</u></p> <p>All activities are designed with the intention of creating an atmosphere of transparency to build a level of trust and respect in which parents and students feel comfortable providing input and seeking guidance and support.</p> <ul style="list-style-type: none"> • Parent outreach • Parent workshops <ol style="list-style-type: none"> 1. Concerts 2. Plays 3. Spirit Week | <p>School Community</p> | <p>September 2015 – June 2016</p> | <p>Administrators Staff Parents Students</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Administrators • Teachers • Guidance Counselors • Life Skills Counselor • Nurse • Custodial Staff • Paraprofessionals • School Aides • Students • Parents |

- Guest speakers
- Kiwanis Organization

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

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

Part 5 – Progress Monitoring

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, there will be a 10% increase in students, who feel respected, as measured by a mid-year survey compared to 59% on the School Environment Survey 2013-2014. (This will be updated when the 2014-2015 statistics become available.)

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- A two-year comparison of the NYS assessments was conducted for 2013/14 and 2014/15. In 2013/14 there were 502 students tested and in 2014/15 465 students were tested. Data for grades 3-8 on the NYS ELA shows an increase of 0.9% in level 1 students from 14.9% in 2013/14 to 15.8% in 2014/15. There was a decrease of 1.9% in level 2 students from 43.6% (2013/14) to 41.7% (2014/15). Level 3 students decreased by 1.4% from 30.3% (2013/14) to 28.9% (2014/15). Level 4 students increased by 2.4% from 11.2% (2013/14) to 13.6% (2014/15).
 - On the NYS Mathematics assessment there were 502 students tested in 2013/14 and 458 students tested in 2014/15. Level 1 students increased by 2.4%, while level 4 students decreased by 1.3%. There was an overall decrease of levels 3 and 4 combined by 1.6% from 58.6% (2013/14) to 57.0% (2014/15).
 - The Quality Review Report 2014-2015 indicates that professional collaborations using an inquiry approach is proficient. The reviewer found that “the vast majority of teachers are engaged in inquiry based structured professional collaboration that have strengthened teacher instructional capacity and promotes the achievement of the school’s goals and the Common Core Learning Standards.” Teacher teams systematically analyze assessment data and student work. These structured collaborations result in school wide instructional coherence and increased student achievement for all learners.
 - On the NYC School Survey 2014-2015, 91% of responses were positive concerning teacher collaborations. This is 3% above the city average. Eighty-nine percent of parents feel that teachers appreciate their culture and background. Eighty-five percent of teachers feel that they collaborate to design instructional programs. Teachers feel that 75% of teachers at PS/MS 207 make a conscious effort to coordinate their teaching with instruction at other grade levels. Eighty-eight percent feel that the principal, teachers, and staff collaborate to make this school run effectively.
 - There is a need for continued diligence in measuring student progress toward interim goals to include analysis of data, student performance, and curriculum to identify areas in need of improvement and plans for implementation. Teacher Teams will meet consistently to share instructional goals to support better-informed planning that results in effective and highly effective instruction. Professional learning opportunities will address strategies to improve student performance through rigorous instruction. The Quality Review for the current school year indicates several strengths. Curricula and academic tasks are planned and refined using student work and data so that all students have access and are cognitively engaged. Teacher Teams design and use curricula review protocols to adapt curricula for all students and to systematically analyze assessment data and student work. In addition, the QR cites a need for a consistent questioning level of rigor across classrooms. Student to student discussion and student collaborative activities need to be expanded to all classrooms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum as evidenced by a 5% increase of Effective and Highly Effective ratings in domain 1e in Advance.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
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| <ul style="list-style-type: none"> • Ongoing Professional Learning to refine implementation of Ready Gen and Code X • Intervisitation to share best practices • Modeling of best practices during common preps • LASW occurs during weekly Teacher Team meetings • Teaching and Learning Cycle (Assess, Evaluate, Plan, Teach) Analyze class/student data for implications for practice and next steps based on classroom data • Teacher reflection to improve instructional practice and student support • Horizontal and Vertical sharing of information • Professional learning to improve classroom instruction as evidenced by observations | <p>Teacher Teams</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers</p> |
| <ul style="list-style-type: none"> • Analyze student work for implications for differentiated instruction to address the needs of SWDs/ELLs. • Instructional outcomes should reflect relevant learning and must lend themselves to various forms of assessment | <p>Teachers Students</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers</p> |

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| through which all students will be able to demonstrate their understanding of the content | | | |
| <ul style="list-style-type: none"> • Expectations must be clearly defined for all students. • Assessments must match learning expectations | | | |
| <p>Parent participation will be increased by the following:</p> <ul style="list-style-type: none"> • Teachers update parents concerning ongoing expectations for student learning • Continuous communication regarding student progress <p>PA meetings</p> <ul style="list-style-type: none"> • Scheduled workshops in curricula matters conducted by staff | Parents | September 2015 – June 2016 | Administrators Teachers |
| <p><u>Trust</u></p> <p>All activities are designed with the intention of creating an atmosphere of transparency to build a level of trust and respect in which parents and students feel comfortable providing input and seeking guidance and support.</p> <ul style="list-style-type: none"> • Modeling and sharing of best practices • Ongoing LASW to assess student learning and inform next steps | School Community | September 2015 – June 2016 | Administrators Staff Parents Students |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Administrators, Teachers, Lead Inquiry Team • Scheduled Teacher Team meetings • Lead Inquiry Team will consist of Administration and representative from each grade level and subject area. Representatives become the conduit between the lead team and teacher teams relaying information from one to the other • Scheduled meetings will help ensure ongoing communication between leadership and classroom teachers • Develop a school-wide system to use quantifiable student results to measure each teams success. Progress monitoring using DIBELS (K-3) and Fountas and Pinnell (K-8) to evaluate student response to instruction • All planning should be better informed as a result of the ongoing communication across grades • Include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of strategies/activities |
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| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|-------------------------|-------|
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant | |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, there will be a 3% increase in Effective and/or Highly Effective ratings on domain 1e in Advance.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
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- A two-year comparison of the NYS assessments was conducted for 2013/14 and 2014/15. In 2013/14 there were 502 students tested and in 2014/15 465 students were tested. Data for grades 3-8 on the NYS ELA shows an increase of 0.9% in level 1 students from 14.9% in 2013/14 to 15.8% in 2014/15. There was a decrease of 1.9% in level 2 students from 43.6% (2013/14) to 41.7% (2014/15). Level 3 students decreased by 1.4% from 30.3% (2013/14) to 28.9% (2014/15). Level 4 students increased by 2.4% from 11.2% (2013/14) to 13.6% (2014/15).
 - On the NYS Mathematics assessment there were 502 students tested in 2013/14 and 458 students tested in 2014/15. Level 1 students increased by 2.4%, while level 4 students decreased by 1.3%. There was an overall decrease of levels 3 and 4 combined by 1.6% from 58.6% (2013/14) to 57.0% (2014/15).
 - On the NYC School Survey Report 2014-2015, 82% responded positively concerning effective school leadership. This is 1% above the city average. Eighty-two percent of parents feel that the principal works to create a sense of community at the school. Eighty-eight percent of teachers feel that the principal communicates a clear vision for the school. However, 74% of teachers feel that curriculum, instruction, and learning materials are well coordinated across different grade levels. The Quality Review Report 2014-2015 states that high expectations are conveyed to staff. It states that school leaders and staff create a culture of mutual accountability for expectations.
 - There is a need for continued support of teacher pedagogy by effective leadership and developed from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. Engaging instruction, aligned to the curricula, that meets the needs of all learners including SWDs and ELLs is essential. This provides an underpinning for teacher observation using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth, reflection, and student achievement. Teachers will receive timely feedback from observations.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in a 5% increase of teachers rating Effective and/or Highly Effective for components 3b and 3c in Advance.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>1. Teachers will participate in ongoing professional learning to improve the quality of questioning and discussion techniques.</p> <p>2. During common preps/grade level meetings, teachers will explore varied ways to group students effectively. They will examine learning styles, interests, and academic abilities to foster student engagement.</p> <p>3. Teachers will create lessons in which pacing provides students with the time needed to be intellectually engaged.</p> <p>4. Instructional Reminder emails to the staff communicate high expectations to each staff member. These reminders are created together as an administrative team based on trends during instructional walks and classroom observation data.</p> <p>4. Principal will conduct vertical teacher-team meetings to ensure professional learning is evident and has an impact on student achievement and classroom instruction.</p> | <p>Teachers</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers</p> |
| <p>1. Administrators will consistently support teachers in creating and monitoring custom assignments and performance tasks for all student work, including SWDs and ELLs.</p> <p>2. Administrators will conduct data meetings to discuss incremental gains, to monitor the effectiveness of instructional strategies, and to determine next steps for differentiated instruction and additional support for all students, including SWDs and ELLs.</p> | <p>Teachers SWDs ELLs</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers</p> |
| <p>1. Administrators provide opportunities for parents/guardians to meet with key staff to discuss the needs of their children.</p> | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers</p> |

| | | | |
|--|-------------------------|-----------------------------------|--|
| <p>2. Administrators will maintain an atmosphere where parents feel welcome.</p> <p>3. High expectations are communicated to families so that they understand where students are in their path toward college and career readiness.</p> <ul style="list-style-type: none"> • Parent letter explaining Fountas and Pinnell leveling system and individual student reading level • Reading level expectations by grade • Independent Reading level lists sent home for students • Grading Policy • Rubric based comments on student work to communicate to students and families demonstration of the standard • ILearn • Parent Outreach on Tuesdays • Middle School Newsletter • Parent workshops | | | |
| <p><u>Trust</u></p> <p>An atmosphere of trust and support is created through ongoing parent/guardian presence in the classrooms and participation in school events.</p> <ul style="list-style-type: none"> • Modeling of lessons by Administrators • Arrange for interschool and interclass visitation • Invite parents for instructional and social/emotional events | <p>School Community</p> | <p>September 2015 – June 2016</p> | <p>Administrators</p> <p>Teachers</p> <p>Parents</p> |

Part 4 – Budget and Resource Alignment

| |
|--|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Administrators, School Staff, Parents, Students • Regularly scheduled data meetings • Regularly scheduled Teacher Team meetings • PA meetings |

- Classroom celebrations

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

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

Part 5 – Progress Monitoring

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, there will be a 3% increase of teachers rating Effective and/or Highly Effective for components 3b and 3c in Advance.

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
-
- A two-year comparison of the NYS assessments was conducted for 2013/14 and 2014/15. In 2013/14 there were 502 students tested and in 2014/15 465 students were tested. Data for grades 3-8 on the NYS ELA shows an increase of 0.9% in level 1 students from 14.9% in 2013/14 to 15.8% in 2014/15. There was a decrease of 1.9% in level 2 students from 43.6% (2013/14) to 41.7% (2014/15). Level 3 students decreased by 1.4% from 30.3% (2013/14) to 28.9% (2014/15). Level 4 students increased by 2.4% from 11.2% (2013/14) to 13.6% (2014/15).
 - On the NYS Mathematics assessment there were 502 students tested in 2013/14 and 458 students tested in 2014/15. Level 1 students increased by 2.4%, while level 4 students decreased by 1.3%. There was an overall decrease of levels 3 and 4 combined by 1.6% from 58
 - The NYC School Survey Report indicates the need to strengthen family and community ties. Eighty percent of responses were positive; this is 4% below citywide responses. Forty-nine percent of parents agree and 30% of parents strongly agree that teachers work closely with families to meet students’ needs. Seventy-six percent of parents feel that teachers communicate regularly with parents/guardians. Increased communication with parents is imperative to strengthen the relationship between families and school.

Part 2 – Annual Goal

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

By June 2016, strong family and community ties will be evidenced by an increase in parental/guardian involvement in workshops and PA meetings by a 10% increase in 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?</i></p> |
|--|--|---|--|
| <p>All parents/guardians are encouraged to participate in school activities:</p> <ul style="list-style-type: none"> • Meet the Teacher Night (Sept.) • Parent/Teacher Conferences (3 + 1) • School Leadership Team • P.A. membership • Parent Workshops • High School Night • Parents Supporting Instruction (PSI) • Open-School Week • Special Assemblies • Bake Sales • Holiday Boutique • Carnival • Plant Sale • Purchase school logo t-shirts and sweatshirts • Blood Drive | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>Administrators Teachers Parent Coordinator</p> |

| | | | |
|--|---------|----------------------------|--|
| <ul style="list-style-type: none"> • Cyclones baseball game • Holiday and Spring Concerts • Book Fair • Juvenile Diabetes Walk • Neighborhood Business Day • SASF Performance - Play <p>Activities to enable parents to become actively involved in their children’s education:</p> <ul style="list-style-type: none"> • Parent Outreach – Tuesday afternoon • All teachers are accessible by DOE email • Dads Take Your Child to School Day • Engrade (iLearn) – ongoing notification of grades and assignments • Monthly MS Newsletter • Distribution of report cards/progress reports | | | |
| <p>Parents/guardians of students, including SWDs and ELLs, will participate in all school activities and are encouraged to participate in community sponsored outreach.</p> | Parents | September 2015 – June 2016 | Administrators Teachers |
| <p>Activities are designed to embrace parents/guardians and to welcome them into the school community:</p> <ul style="list-style-type: none"> • To increase attendance at monthly PA meetings, the SLT decided to invite students to perform at the beginning of AM meetings • Kindergarten Tea • Meet the Teacher Night • Publishing Celebrations • Holiday Feasts • Halloween Parade • NY Cares • Safety Assembly | Parents | September 2015 – June 2016 | Administrators Teachers Parent Coordinator |

| | | | |
|--|------------------|----------------------------|--|
| <ul style="list-style-type: none"> • Open-school Week • Summer Reading Program – Sponsored by local Assemblyman | | | |
| <p><u>Trust</u></p> <p>Everyone works towards the shared goal of creating an atmosphere of respect and trust for all students and parents/guardians. We strive to prepare all students for success and beyond.</p> <ul style="list-style-type: none"> • Parent Workshops • Parents Supporting Instruction (PSI) • High School Night • Student Council elections • Student participation in Kiwanis Club activities • Student and family participation in community walks and parades | School Community | September 2015 – June 2016 | Administrators Staff Parents Students |

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. | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Administrators • Staff • Parents/Guardians • Students • SLT members • Civic Leaders • Community organizers | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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, there will be a 5% increase in attendance at PA meetings as shown on attendance sheets.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|---|--|--|
| English Language Arts (ELA) | NYSED Scale Score Cut Points | <u>Fundations</u> - phonological/phonemic awareness, phonics and spelling program based on the Wilson Reading Program <u>Fountas and Pinnell Leveled Literacy Program</u> focuses on small-group guided reading, writing, and response to literature | Small-group | During the school day Saturday Test Prep |
| Mathematics | NYSED Scale Score Cut Points | Targeted Instruction Test Prep | Small group | During the school day Saturday Test Prep |
| Science | Teacher Recommendation Rubric-based assignments Classroom exams | Targeted instruction Test Review | Small group | During the school day |
| Social Studies | Teacher Recommendation Rubric-based assignments Classroom exams | Targeted instruction Test Review | Small group | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher Recommendation Rubric-based assignments | As needed for students in grades K-8 | Small group One-to-one | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

The Rockwood Park School
PS/MS 207Q
School - Parent Involvement/Compact 2015 – 2016

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

Our 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. Our 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 our 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. The school will maintain this information.

The Rockwood Park School community, including staff, parents and the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the entire school community will share the responsibility for improved student academic achievement. In addition, it outlines the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school - parent compact is in effect during school year 2014 – 2015.

Required school - Parent Compact Provisions:

The following are school responsibilities for PS/MS 207, Q:

1. Provide high - quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high - quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. The following activities will ensure that the PS/MS 207 community is served in an effective manner:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core 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;

2. Parent - teacher conferences will be held four times a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- All Grades: September 17, 2014 (Wed.) - Evening
- All Grades: November 4, 2014 (Wed.) – Afternoon/ Evening
- All Grades: March 17, 2015 (Thurs.) – Afternoon/Evening
- All Grades: May 16, 2015 (Thurs.) – Afternoon/Evening

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issued to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date. Engrade reports will be shared periodically. In addition, progress reports are sent to parents when necessary.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on scheduled appointments through the Guidance Counselor. In addition, teachers use DOE email access for parents to communicate with them. They set up group email for their class so that all parents receive information in a timely fashion. Global Connect telephone messages are sent to all parents to keep them informed with up-to-date information.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also speak with the Parent Coordinator at any time.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent possible, in a language that parents can understand.

8. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance;
- Making sure that homework is completed;
- Volunteering in my child's classroom when appropriate;
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail or school phone messenger and responding, as appropriate;
- Serving, to the extent possible, on policy advisory groups, such as the School Leadership Team, Parent Association Committees, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- Ensuring that students arrive at school on time;
- Ensuring that my child's hygiene is taken care of;
- Monitoring my child's nutritional diet;
- Updating all contact information;
- Providing all necessary school supplies when possible;
- Demonstrating a willingness to learn new technology-based programs that support student learning;
- Reviewing and reinforcing the discipline code with my child.

Student Responsibilities:

We, as students, have a responsibility to ourselves to conduct ourselves in the following ways:

- 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.

Eileen Davies

Principal

PS/MS 207 Q

edavies@schools.nyc.gov

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 27 | Borough Queens | School Number 207 |
| School Name Rockwood Park School | | |

B. Language Allocation Policy Team Composition

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

| | |
|--|--|
| Principal Eileen Davies | Assistant Principal Timothy Blaine |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Anmarie Bitts | School Counselor Melissa Martin |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Dorothy Baran |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent Mary Barton | Other (Name and Title) Marion Costa - LAC |

C. Teacher Qualifications

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program | 0 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 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 <u>not</u> currently teaching in the ENL program | 2 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-----|----------------------|---|---|-------|
| Total number of students in school (excluding pre-K) | 671 | Total number of ELLs | 1 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|---|---|-------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|---|---|---|---|
| All ELLs | 1 | Newcomers (ELLs receiving service 0-3 years) | 1 | ELL Students with Disabilities | 0 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 0 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 1 | | | | | | | | | 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: _____ |
|--|---|

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

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 | | 1 | | | 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 | 1 | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: PS/MS 207 uses Fountas and Pinnell to benchmark early literacy skills 3 formally 3 times each year (BOY, MOY, EOY). In addition, progress monitoring using Fountas and Pinnell is provided periodically to each student depending on their proficiency level. Teachers also use teacher-created and rubric-based assessments to monitor progress and provide next steps for instruction. Remediation or enrichment is provided for each student according to need. At this time, we have no quantitative data. There are no ELLs in the early grades. Our grade 6 ELL student entered our school during grade 4 (December 2013).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: At the present time, there is no NYSITELL data to report. We have not administered the NYSITELL in September 2014 or September 2015. We have 1 ENL student who has shown progress on the NYSELAT. Justin Nitschinger entered the NYC school system in December 2013. He achieved Intermediate status on the Spring 2014 NYSELAT. Justin was given 360 minutes of ESL instruction during the 2014-2015 school year. On the Spring 2015 NYSESLAT, he achieved at the Expanding level for which he receives 180 minutes of instruction using the Integrated ENL model.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: We have a unique situation of having 1 ENL. He met AMAO #1 by achieving 1 level above his first year's NYSELAT score. He has progressed from the Intermediate level (360 minutes) to the Expanding level (180). Therefore, for AMAO #2, we have no other ENL students to contribute additional data. However, on AMAO #3, Justin has limited data. He took his first NYS ELA assessment in June 2015. There is no data to make a comparison. In Mathematics he did not achieve as well on the Spring 2015 assessment as he did on the Spring 2014 assessment. This data reveals the need to give Justin additional support in Mathematics. Although Justin does not have an IEP, he is in an ICT class, which is serviced by a licensed math teacher as well as a special education teacher.
- 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?

Paste response to questions here: (a) Our ELL student is able to communicate very well in English. Justin lives in a unique home situation where his mother and step-father are completely English speaking. They are both native New Yorkers. At home Justin is spoken to in English. His biological father resides in Germany. Justin makes one yearly visit to Germany where he speaks German. Results on exams indicate that he has some learning difficulties, which are important to monitor. Justin actually scored at level 2 in ELA and level 1 in math on the Spring 2015 assessments. Careful data analysis of his classroom test are done to determine the causes for his difficulties.

(b) The ELL Periodic Assessment was not given last year.

(c) Periodic Assessments in ELA and Math help determine the skills that need to be targeted. Small-group instruction is provided to improve these skills. The ESL teacher also provides instruction that targets weaknesses. He is included in Tier I RtI provided by the special education teacher to provide additional support to address Justin's learning needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: In addition to NYS assessment data and NYSESLat results, teacher-made exams and teacher observation play an important role in guiding the appropriate instruction for Justin. Since Justin is at-risk academically, intervention is now provided at the Tier I level by a special education teacher. Interventions will escalate to a Tier II level data from Justin's classroom assessments indicate that further intervention is needed. This will be provided by a reading specialist.

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

Paste response to question here: Justin is the only ELL in our integrated ENL program. We are able to provide targeted instruction and monitor results very closely. We are able to use data from rubric-based assignments, teacher-made tests, conferencing, and teacher observation to determine next steps for appropriate and effective instruction. In addition, we have a close partnership with Justin's parent to continually monitor progress with take-home assignments.

7. For dual language programs, answer the following:

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

Paste response to questions here: N/A

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

Paste response to question here: We evaluate the success of our programs for ELLs in several ways. Firstly, we examine how middle school students' achievement in subject areas on unit tests, projects, homework, and Periodic Assessments. We determine strengths and weaknesses and the areas in which additional support is needed. Then we examine the NYS exam scores and the item analysis to determine areas of weakness. In grades 3-5, we examine Periodic Assessments, class work, and teacher observation to determine how well ELLs are doing and how successful instruction is. In grades K-2, we rely on Fountas and Pinnell benchmarking and teacher observation to determine how well instruction is meeting their needs. Ultimately, we examine NYSESLAT scores to determine progress in language acquisition. Last year, our grade 5 ELL (now grade 6) scored at the Expanding for which he will receive 180 minutes of integrated instruction in ENL/ELA plus additional instruction during math. He is included in the ICT group for which the special education teacher provides targeted, small-group instruction.

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.

Paste response to question here: 1. The Home Language Identification Survey (HLIS) is administered to all incoming students new to the New York City school system. The Pupil Accounting secretary holds the initial meeting. She informs the ESL teacher when a formal assessment is needed. In addition, the LAC, Marion Costa, reviews all language surveys to determine which students need to be given the LAB-R assessment and if she feels any other formal interviews are needed. The RLER report in ATS is also monitored to determine if any students will require an interview and/or NYSITELL. All current ELLs are given the NYSESLAT each spring and results are monitored to determine the number of periods each student is required to receive. It also helps the ESL teacher determine the strengths and weaknesses of the students and on which modalities they are showing the greatest improvement.

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).
 Paste response to question here: A questionnaire is used to determine what if any formal education the SIFE has received since last being enrolled in a NYC school and where the child attended school. At this time, it is determined if the student needs to be rescreened before receiving ESL services. Then student work, classroom assessments, and teacher observations are used to identify SIFE students and their individual educational and language needs. In addition, a Fountas and Pinnell benchmark is administered to determine the student's independent and instructional levels. All pieces are put together to provide effective instruction for the student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 Paste response to question here: The identification process for newly enrolled students with IEPs has similarities and differences to the identification process for all ELLs. The Pupil Secretary (Angela Benincasa) will have the parent fill out the HLIS. The survey will be examined by the LAC (Marion Costa) to determine if an interview or the NYSITELL is needed. The IEP Teacher (Catherine Stanzone-Acevedo) will consult SESIS to determine the student's IEP requirements. The student will receive all accommodations necessary to fulfill both IEP and ENL requirements. ELLs with IEPs will receive the appropriate number of minutes of ESL required. The parent will be provided with ENL program choices and be given guidance to use the DOE site to meet their own language needs. Finally, the student will be provided with RTI services if the new ELL does not make sufficient progress.
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.
 Paste response to question here: The LAC (Marion Costa) is responsible to administer the NYSITELL and to provide the entitlement or non-entitlement letters to parents. Usually a phone conference is conducted to inform the parent of the student's NYSITELL outcome and to inform them that the letter will be going home that day. If the student will be receiving ENL services the parent is invited to the orientation where the three programs will be discussed and the orientation video will be shown. At that time the parent will complete the survey and selection form. The selection will be entered on the ELPC screen.
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).
 Paste response to question here: When the LAC call the parents to inform them that a non-entitlement letter is being brought home by the student, they are also informed of procedures to appeal their child's ELL status. They are informed that appeals must be made in a timely manner.
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.
 Paste response to question here: When a parent is informed that an entitlement letter is being sent home, he/she is invited to an orientation meeting. The ENL teacher, the Parent Coordinator, and the LAC will help them understand the 3 programs that are available. Since our school has a freestanding ENL program only, the Guidance Counselor will assist parents in finding the appropriate placement if they choose one of the other two programs. This, however, has not been our experience since our parents have been satisfied with our program choice. The NYSITELL is administered within 5 days of the child entering the NYC school system and the orientation is set up immediately following administration and scanning of the screening.
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.
 Paste response to question here: Upon administering and scanning the NYSITELL, the LAC contacts the parent to set up the orientation. At this time, Parent Survey and Program Selection forms are explained. Parents are offered assistance in filling them out. The LAC keeps track of all program choices. If a selection form is not returned, the parent will be informed that our school does not have a bilingual program and the student will be placed in the ENL program. They will be informed of the requirements of CR Part 54.2 and which schools offer a bilingual program. Then if the selection form is not returned, the child will remain in the ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Paste response to question here: At the present time we have 1 ELL. Over the years, we have not had more than 5 ELLs at a time or more than one new ELL at a time. It is quite easy to keep track of Parent Survey and Program Selection forms. When they are not returned, the LAC will contact the parent to encourage them to return the form. Assistance is always available to all parents who need help filling out forms. After the Parent Selection form is completed, the information is entered on the ELPC screen.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Paste response to question here: The LAC calls the parents to inform them that the letter will be sent home with the child that day. The parent will also be informed that an orientation meeting will take place as soon as possible.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: All documentation is placed in the student's cumulative record folder.

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.

Paste response to question here: The LAC (Marion Costa) is also the test coordinator. She administers all sections of the NYSESLAT to the ELLs each year. This is easily accomplished because of our limited number of ELLs.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: In September each year, the LAC distributes the entitlement letters or transition support letters to parents depending on the NYSESLAT scores from the previous spring.

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

Paste response to question here: Our freestanding ESL (now ENL program) has always served our population extremely well. In the last 5 years, we have only had one ELL enter our school. His parent has chosen our program model. Traditionally, we have not had a parent choose a different model.

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.

Paste response to questions here: We have a Freestanding ENL program. When we have ENLs in the early grades, we employ a pull-out program to enable students to acquire language skills necessary to communicate and assimilate successfully in the classroom setting. Our grade 6 ENL student is in an ICT class which travels as a group. It is a heterogeneous class in which there are general education students and student's with disabilities. The Integrated ENL program is the push-in model which is used. Justin is supported in ELA, Math, Science, and Social Studies by an ESL teacher and a subject-area teacher. This enables Justin to develop content-area skills while the teacher aligns ENL instruction with classroom assignments.

- b. TBE program. *If applicable.*

Paste response to questions here: N/A

- c. DL program. *If applicable.*

Paste response to questions here: N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Every September the LAC examines NYSESLAT data to determine how many minutes of instruction each ENL needs. When there are new ENL students, the NYSITELL enables the LAC to determine how many minutes of instruction is needed for each student. ENL and ELA instruction are delivered in each class. Small-group, targeted instruction is provided in ELA and ENL. HLA is provided through strong family ties. HLA is accomplished through communication with his parents.

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.

Paste response here: Core content is delivered by the content-area provider using the Common Core Learning Standards. The special ed teacher and ENL teacher provide small-group targeted instruction based on the instructional needs of the students, teacher observation, and conferencing.

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

Paste response to question here: Throughout the year, Justin will receive brief, take-home assignments to complete. This will involve his parent in his education.

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

Paste response to question here: Throughout the year, all four modalities of English acquisition are appropriately evaluated through rubric-based assignments, teacher-made assessments, teacher observation and conferencing. Students are given opportunities in reading, writing, speaking, and listening to demonstrate their level of English acquisition,.

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

Paste response to questions here: SIFE students are dealt with on an individual basis. Depending on their ELL status upon their return to school, they are instructed accordingly. For new ENL students instruction is explicit and helps them to acquire language skills necessary to assimilate into the classroom setting and meet the demands of the Common Core curriculum. This is accomplished using a pull-out model where the teacher can concentrate on language acquisition. Developing and long-term ELLs are instructed using a push-in model to assist students in subject-area classes where greater responsibility is transferred to the student. For ELLs are given support in subject-area classes to continue to increase their language skills and promote more independence for the student.

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.

Paste response to questions here: During the re-identification process, the student's academic progress will not be adversely affected because all targeted instruction will continue. Remediation or enrichment will continue as indicated by the students performance. Data will be observed and strategies will be revised as needed to continue to enable the student to make adequate progress.

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?

Paste response to question here: All ELLs are provided with the instructional strategies and grade-level materials to meet their individual needs as determined by standardized tests, classroom assessments, and teacher evaluation. All ELL students are provided with rigorous instruction, which is adjusted according to their needs and their IEP requirements. Progress is frequently monitored and revised to encourage and accelerate English language development.

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?

Paste response to question here: At this time , we have 1 ENL student. This unique situation affords us the ability to provide the least restrictive environment for that student. In addition, we are able to provide a schedule and instructional materials that support his academic needs and language development.

Chart

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

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

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

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



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

Chart

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

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

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

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

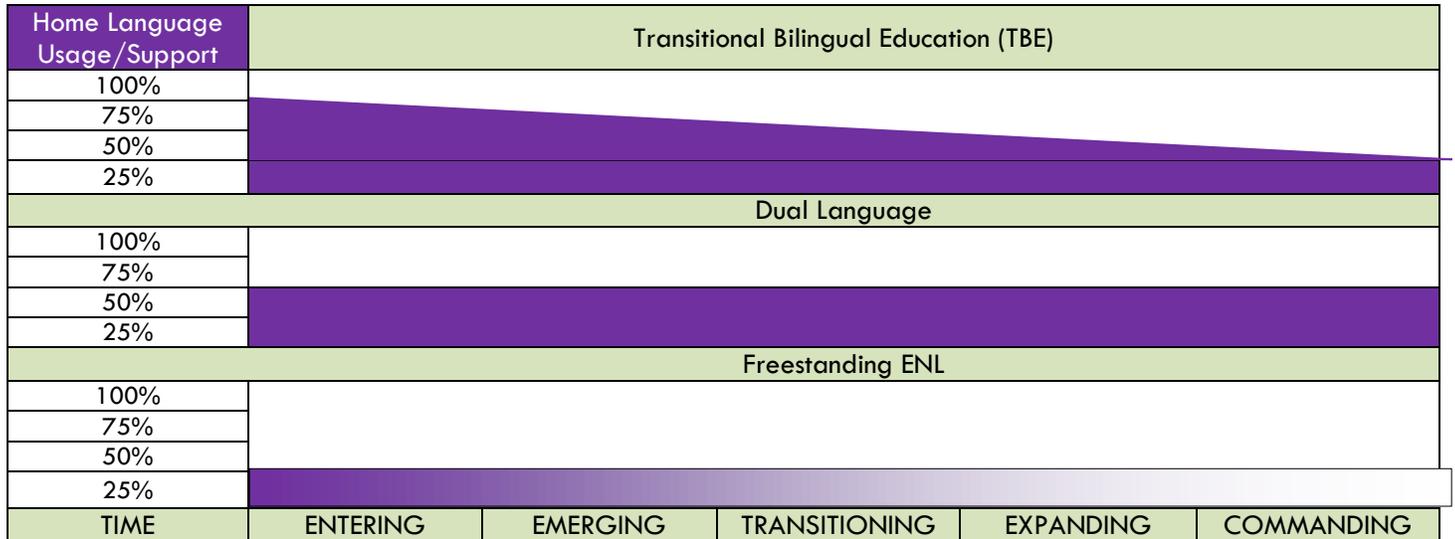


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: All intervention services are offered in English. Intervention services range from RTI Tier 1 and Tier 2. Justin receives targeted intervention by a special education teacher in all ELA and math classes. Intervention is provided in 3 of his science periods and 3 of his social studies periods.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Language development is very effective. We have the support of Justin's family who are English speaking. There is a strong family/school connection. In the content area, Justin is included in small-group targeted instruction. He continues to have some academic difficulties and will be included in an RTI group if needed.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: At this time, there are no new programs being considered. With 1 ENL student we feel we are able to meet his individual needs.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All programs are available to our ENL student as well as SWDs. There is an after-school SASF program which is available to all students. In addition, lunch time programs are available in Robotics, Band, Chorus, and Art. Depending on Justin's preferences, all programs are available to him. Basketball ball and volleyball teams are available to middle school students. Students must try out for those.
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.
Paste response to question here: Justin receives instruction in the Common Core ELA curriculum, Code X, and CMP3. He has a ipad to assist him in his classes. Technology is scheduled 2 times a week. Although ENL students are instructed with the same materials as all students. The ENL teacher uses additional materials to assist new ENLs in acquiring language skills necessary to communicate and assimilate into classroom setting.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: In our ENL program, home language support is provided by translations when needed through staff members. Justin speaks German. No one speaks German, but his family speaks English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: All support and resources are aligned with students' grade levels and ages. Services, such as, counseling and AIS are grade and age appropriate in both materials and delivery.
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).
Paste response to question here: Before the beginning of the school year no activities are offered because our school is not a summer school site. At the nearby middle school, there is a recreational program for all students. Throughout the school year, new ELLs are included in all activities. There are sports teams, as well as, art, robotics, band, and after-school recreational activities.
19. What language electives are offered to ELLs?
Paste response to question here: All grade 8 students are scheduled for 3 periods of Spanish per week.
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)?
- Paste response to question here: N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: We have one teacher of ELLs. She is able to attend professional development offered by the city.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: All professional development activities are designed to enable teachers to improve their pedagogy.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Common preps and planning time is given to staff to meet the needs of the ELL students as they move from the elementary grades to the middle school grades. In the elementary grades, teachers meet on the grade to plan and provide differentiated instruction for all students. In the middle school, teachers meet in both subject area and grade level to provide appropriate instruction for all students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: All teachers are instructed in ways to work with the ESL teacher to provide optimal instruction for all ELL students. Teachers receive a minimum of 7.5 hours of training to align classroom instruction with ESL instruction to enable ELL students to receive differentiated instruction to meet their specific academic needs. The ESL teacher and/or administration will provide professional development. Guest presenters will provide support whenever possible.

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?
Paste response to question here: When letters are sent to inform parents of continued services, parents are invited to an individual meeting to discuss their child. Translation will be provided as needed. Either a staff member, the Translation Unit, or an outside vendor will be used as needed. The meeting will be attended by the ESL teacher, the LAC, and the Parent Coordinator.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response here: ELL parents are invited to be involved in all activities. There are PA meetings, parents who volunteer in classrooms, and chaperones for trips. ELL parents are invited to class plays and fease
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here: No
5. How do you evaluate the needs of the parents?
Paste response to question here: Every year, we evaluate the needs of parents by reviewing the NYS school survey from the previous spring. In addition, we speak with the ESL parents at the initial meeting and at their beginning-of-the-year meeting.
6. How do your parental involvement activities address the needs of the parents?
Paste response to question here: Most of the parents express a desire to become more involved with other parents and school activities. PA meetings and activities enables these parents to meet other parents and to become actively involved in their child's education.

D. Additional Information

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

Part VI: LAP Assurances

| School Name: _ | | School DBN: #INGEST ERROR! | |
|---|---|-----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Eileen Davies | Principal | | 10/23/15 |
| Timothy Blaine | Assistant Principal | | 10/23/15 |
| Dorothy Baran | Parent Coordinator | | 10/23/15 |
| Anmarie Bitts | ENL/Bilingual Teacher | | 10/23/15 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Melissa Martin | School Counselor | | 10/23/15 |
| Mary Barton | Superintendent | | 10/23/15 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 10/23/15 |
| Marion Costa | Other <u>LAC/Test Coordinator</u> | | 10/23/15 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q207** School Name: **Rockwood Park School**
Superintendent: **Mary Barton**

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.learnedoe.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.

ESL data is examined to determine which languages are needed for written and oral interpretation. At the time of registration, we have the parent fill out the Home Language Identification Survey (HLIS). We conduct an oral interview if necessary. We also look at the RAPL report on ATS. At the present time, all written communication is done in English. At least one or both parents of each child can read English. A few parents need oral conversations to be translated in Spanish. This is accomplished through the use of a Spanish-speaking teacher or paraprofessional. Three parents need an American Sign-Language interpreter. We request one from the office of Translation and Interpretation.

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.

At the present time, all parents have requested written communication in English. We have one parent who requires a Spanish interpreter for oral communication. We have 2 sets of parents where one speaks Spanish and one speaks English. There is another set of parents where one speaks Urdu and one speaks English. When the English-speaking parent is not present to interpret, a teacher or paraprofessional translates for that parent. We have several staff members who speak Spanish and one staff member who speaks Urdu. There is one grade 8 parent who speaks Spanish and one parent who speaks Italian. Both of these parents have become fluent in English and do not require an interpreter. When a ASL interpreter is needed we arrange for one in advance. At impromptu meetings, we will write down the information for the parent to read.

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.)

At the present time, all parents receive written communication in English as per their request. However, each year when the languages needed are determined, we make sure procedures are in place to communicate with each parent effectively and in a timely fashion. When necessary, an outside vendor will be used to provide translation. More often, translation can be accomplished through the use of a teacher, paraprofessional, or parent volunteer. We also make parents aware that the DOE website is equipped to provide information in many languages.

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.

Formal face-to-face meetings typically include parent-teacher conferences, Meet-the-Teacher night, High School Night (Grade 7-8), IEP conferences when needed, and Parent Communication (Tues. afternoon). Informal interactions may include calls to parents by the teacher or guidance counselor or sick calls by nurse. For the formal meetings, we are always prepared in advance if a staff member is needed to translate. If necessary an outside interpreter is called. For impromptu calls, we use a staff member when necessary. At the present time, we are able to comply with all interpretation needs. However, if an interpreter is needed for a call, we will use the Translation & Interpretation Unit to fulfill the parents' needs.

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.

At the present time all parents have requested communication in English. However, when needed, we will have a staff member provide written translations to parents at the time communication goes home to all students. When written communication is necessary for a personal matter, we will have a staff

member provide the written translation. When we are not able to accomplish written translations, we will employ an outside vendor or the Translation & Interpretation Unit. We will always strive to provide all communication in a timely manner.

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.

For the formal meetings, we are always prepared in advance if a staff member is needed to translate. If necessary an outside interpreter is called. For impromptu calls, we use a staff member when necessary. At the present time, we are able to comply with all interpretation needs. However, if an interpreter is needed for a call, we will use the over-the-phone interpreters via the Translation and Interpretation Unit to fulfill the parents' needs.

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.)

Since our translation needs are limited, we provide general information to at staff meetings at the beginning of each year. Each teacher that has a parent with a specific interpretation need (verbal/written or ASL) is conferred with to make sure all needs are met. Teachers are aware of all procedures to provide written and verbal translations.

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

The Welcome Poster is placed in a prominent place in the lobby. The Parents' Bill of Rights and Parents' Guide to Language will be sent to all appropriate parents. The Language ID Guide is placed at the security desk and the main office. To fulfill the requirements of Chancellor's Regulation A-663 all parents with interpretation needs will receive written and verbal communication in a timely manner to enable all parents to participate in their child's education. We will also enable all parents to participate in all activities with comfort and ease. The parent coordinator is aware of the limited English speaking parents. She provides additional support to include them in all activities and meetings.

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)

Since we have a limited number of parents in need of interpretation services, we reach out to them individually to determine if their needs are being met. This is done in several ways through the administrators, parent coordinator, and teacher.