

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R038

School Name:

P.S. 038 GEORGE CROMWELL

Principal:

NANCY MURILLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 38 The George Cromwell School School Number (DBN): 31R038
Grades Served: Pre-K-5
School Address: 421 Lincoln Avenue/Staten Island New York, 10306
Phone Number: 718-351-1225 Fax: 718-979-2487
School Contact Person: Nancy Murillo Email Address: nmurillo@schools.nyc.gov
Principal: Nancy Murillo
UFT Chapter Leader: Mrs. Christina Kuzar
Parents' Association President: Mrs. Nicole Ryan
SLT Chairperson: Mrs. Teuta Ulaj
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mrs. Natalie Jasso
Student Representative(s): N/A
N/A

District Information

District: 31 Superintendent: Mr. Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY, 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Petrides Complex Director: Kevin Moran
Director's Office Address: Petrides complex-715 Ocean Terrace, Staten Island, NY, 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 917-755-7339 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Murillo/Principal Teuta Ulaj/Assistant Principal	*Principal or Designee	
Mrs. Delta Mc Keon/Designee	*UFT Chapter Leader or Designee	
Mrs. Nicole Ryan	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Mrs. Natalie Jasso	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mrs. Natalie Jasso	Parent Member	
Mr. Michael Peters	Parent Member	
Mrs. Christine Ferrara	Parent Member	
Mrs. Luz Mortman	Parent Member	
Mrs. Jennifer Tutrone	Teacher Member/4th Grade ICT	
Mrs. Margaret Connelly	Teacher Member/2nd Grade ICT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mrs. Derya Figaro	Teacher Member/2nd Grade ICT	
Mrs. Delta Mc Keon	Teacher Member/ 1 st Grade	
Mrs. Teuta Ulaj	Chairperson	
	Member/	
	Member/	
	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.

P.S. 38 is a warm and welcoming Collaborative Learning Community. Within the community there is a scholarly buzz that represents our professional learning community. We pride ourselves in knowing our families and our children.

Our vision is to be:
the smartest
the best and the brightest
people we can be
through our words and our actions.
We commit ourselves to being:
responsible
kind
caring and giving
members of the community.
Our school community believes that:
by working and learning together
we will achieve
our goal of becoming
curious, life-long learners.

Our community is culturally and academically diverse with a population comprised of 11% English Language Learners and 24% Students with Special Needs. We also We are 5% Asian (and growing), 5% Black, 34% Hispanic (our most transient population), and 56% White. Our ESL population is comprised of Asian, Russian, Polish, Armenian, Arabic, Chinese, Hispanic, and Ukranian. We celebrate and respect our diverse community.

Established partnerships with a variety of Community Based Organizations (CBOs) have contributed tremendously to the instructional quality of our school and foster high levels of student proficiency and academic excellence. We are proud of our long standing partnership with **Teacher's College** which has facilitated the professional growth of our pedagogy and classroom practice. It is important to note that professional development that is focused and ongoing is costly and our partnership with another community organization, The Staten Island Foundation, continues to provide us with a grant enabling us to fund our Teachers College Literacy Initiative annually. **The Staten Island Foundation** has supported our work with Columbia Teachers College for 9 years and our consistent high levels of student proficiency are a testament to the rigorous teaching and learning that take place. All of our systems and structures are centered on student learning and drive academic excellence.

Our partnerships with **local politicians** have contributed to the infra-structure upgrades that have enhanced our instructional curriculum and promote 21st Century learning . The addition of smart boards in every classroom, a state of the art computer lab, a state of the art sound system, library media center and enrichment programs such as the Staten Island Children's Museum (**CASA Grant**) have enriched the lives of our students and provided them with tools and a lens to want more in their lives so that all children can be college/career ready.

This year one of Chancellor Farina's initiatives was to find ways to integrate the Arts in Education. To bridge the learning gap and facilitate a smoother transition between elementary and middle school we collaborate with **Marquis Studios**.

This organization has partnered with us for many years awarding us with an Arts Continuum Grant for 2 consecutive years.

Another partnership we value is the **YMCA** which in the past has provided us with alternate sites for parent ESL Classes. During Sandy they were instrumental in providing our families with much needed counseling, summer camps and follow up sessions during school breaks.

United Activities Unlimited is yet another long standing partnership which provides our families with a self-sustaining after-school program on site to meet the needs of those families that work and need after care for their children.

At PS 38, we greatly value our work with and relationship with **District 75** . Our inclusion program consists of 5 children from District 75 in grades 2, 3, 5. As a community we have embraced them and learned from them to accept, appreciate and respect diversity.

The elements of the Framework for Great Schools in which our school made the most progress over the past year are Rigorous Instruction and Collaborative Learning.

Collaborative Learning/Supportive Environment :

Our staff is committed to the success and improvement of our school and they have and will continue to have the on-going opportunities to participate in professional development within a culture of respect and continuous improvement. As a Professional Learning Community we take pride in how we have grown our teacher pedagogy to build capacity. Veteran teachers embrace new staff and take them under their wings as they move along the learning continuum. Additionally, all new teachers are supported with a mentor and re provided with common planning time. Over the years we have crafted our own reading and writing curriculum that is aligned to the Common Core State Standards, The Danielson Framework for Teaching and Learning, and The Depth of Knowledge. Our maps are rigorous and aligned to the vision of the standards of what it means to be a literate person in the 21st century.

In our classrooms visitors will see the variety of skills and understandings taught that students are expected to demonstrate independently as they apply what they learn to the world around them.

Adult book club:

This a club brings us together as teachers who love reading. Every 2 months we come together to discuss a book. Books are recommended by staff members who are avid readers and enjoy sharing good books with each other.

HR Committee:

We have established a hiring committee comprised of staff members who have a rigorously diverse expert lens on teaching and learning. This is inclusive of specific content area teachers (science, art), IEP teacher, Integrated Co-Teaching members, early childhood teachers, data-specialist, building leaders, etc. Teachers collaborate on types of questions to ask, methods and approaches new teachers should be familiar with, and data they want the teacher being observed to analyze. The team in collaboration with the administration observes a demo- lesson, interviews the teacher, and collectively participates in hiring decisions.

Exceptional School Assessment Team/SAT:

We monitor our children very closely and we know all of our children. We have a very strong Response To Intervention (RTI) initiative and Monitoring for Results is used to track students performing in the lowest third.

Our school has established a classroom and school culture that is risk free, fosters agency and independence, and where children are challenged cognitively. We have a very strong parent outreach as our goal is to build a positive relationship with our families. We have an open door policy and provide parents with support to help their children at home, academically, physically and emotionally. Our Parent Coordinator is an integral part of the relationship between all stakeholders in the school.

Rigorous Instruction:

Common Core Learning Standards are integrated in all of our reading, writing, and math curriculum maps and our classroom practice. Our staff and para-professionals are immersed in extensive professional development on the Danielson Framework for Teaching and Learning. Every facet of our professional lens for lifting the rigor of teaching and learning revolves around curriculum, planning, and best practices. The focus is always on improving instruction and heavily emphasizes pedagogy representative of the Effective and Highly Effective Domains of the Framework. This year all professional learning has been focused around our Instructional: Goal-Small Group Instruction with an emphasis on consistent monitoring for student understanding across content areas. This goal includes but is not limited to the careful monitoring of student progress, the careful evaluation of all of the systems and structures we have in place to support student learning such as: RTI, Saturday Academy, After School Programs, small group instruction and Academic Intervention. Reflective learning empowers staff and students to monitor their own progress utilizing various progressions for learning while understanding the success criteria that align them to a particular level of performance. We utilize various content specific learning progressions with clearly leveled success criteria so students can understand where they are on the learning progression, where they want to go next, and establish goals using higher levels of success criteria for how they plan to get there. Rubrics, checklists, and other tools to benchmark the quality of one's work are used while keeping three questions in mind: Where am I? Where do I want to go on the learning continuum? How do I plan to get there? Our goal is to develop independence and agency and empower students to engage in conversation around growing and monitoring their learning.

As evidenced in our School Quality Guide, our rigorous data-driven practice has demonstrated gains in reading and math and Bridging the Achievement Gap. Our data, a testament to our rigorous curriculum and practice, demonstrates a continuous upward trajectory of student proficiency and achievement.

Student performance on State tests in ELA, Math, and achievement in middle school after leaving our school, demonstrate that we supersede both the city average and district average in all three categories.

Comparison of P.S. 38 Student Performance on 2013 State ELA and Math Tests to City and District

Population:	ELA	Math
P.S. 38	45% met standards	56% met standards
District Average	35% met standards	43% met standards
N.Y.C. City Average	30% met standards	39% met standards

Achievement in Middle School After Leaving Our School

Pass Rate By Former 5th Graders in 6th Grade Courses	District Average	City Average
98%	96%	93%

Additionally, our 2013-2014 School Survey demonstrates 91% of our parents were satisfied with our Instructional Core and 89% were satisfied with our Systems for Improvement. As per our School Quality Snapshot, only 84% feel that our school offers a wide enough variety of courses, extra-curricular activities and services which is below the city average (91%) and district average (90%). And, 90% of parents are satisfied with the education their child receives compared to the city (94%) and District (94%).

Our 2014-2015 NYC School Survey demonstrated that we supersede the City's positive response for elementary schools in the following categories of the Framework for Great Schools: Rigorous instruction, supportive environment, collaborative teachers, and effective school leadership.



Strong Family-Community Ties did not supersede the City response by a small 3% margin and Trust did not by a 1% margin.

The following priority needs will be a school-wide focus for 2015-2016 and Workshops will continue to evolve and be designed based on need throughout the 2015-2016 school year.

A. Curricular-Aligned Parent Workshops:

Parent feedback and interests will be gathered at various family engagement activities and workshops through exit slips, reflections, surveys, conversation and through work with our School Leadership Team and PTA.

The School leadership Team will engage in at least one Learning Walk with a lens aligned to 2014-2015 Quality Review Rubric with an emphasis on indicator 1.1 (ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLSs and content standards) in order to provide parents with a knowledge base and supports they can use with their children at home to better support their children in the work we do.

- There is a need to inform, modify, translate and provide specific PD for our English Language Learner parent population.
- Workshops have been designed with a focus on State ELA and Math Test/Preparation, Special Education/IEP, ESL, and our Go Math Curriculum. These will be available to parents in three consecutive cycles on Family Engagement Tuesdays to afford all parents the opportunity to attend one or all workshops.
- Reflex Math workshop for parents of targeted students in the program.
- Pre-Kindergarten Workshops on various topics related to the development and learning of our youngest students.
- Pre-Kindergarten mommy and me sessions in the arts to develop a better understanding of how the arts are blended into our curriculum.
- Science project workshop for fourth grade students completing science fair projects.
- Hands on Science, social studies, and art workshops that are aligned to our rigorous practice and learning and can inform parents of our methods and approaches through inquiry and projects.
- “Navigating Go Math Technology Supports and Links” A hands-on actively engaging workshop that will provide parents with skills that can be used at home to support student learning (in computer lab

31R038 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	370	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	59.7%	% Attendance Rate		93.5%
% Free Lunch	60.6%	% Reduced Lunch		9.0%
% Limited English Proficient	9.6%	% Students with Disabilities		23.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		4.4%
% Hispanic or Latino	33.2%	% Asian or Native Hawaiian/Pacific Islander		5.5%
% White	56.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	45.3%	Mathematics Performance at levels 3 & 4		55.9%
Science Performance at levels 3 & 4 (4th Grade)	94.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		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	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			
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.

Our 2014-2015 Quality Review indicator 2.2 (Assessment) findings indicate that while common assessments are being utilized to identify student progress toward goals and teachers are using checks for understanding and student self-assessment, there is a need for teachers to consistently utilize rubrics to provide actionable feedback to students. This will allow for teachers to better monitor student’s needs /progress and strengthen the use of data to meet individual student needs.

Data drives the composition of our CEP Goals yearly. Our ongoing assessments and careful monitoring of student performance and progress determines our goals. As noted below the goals are carefully aligned to data, student work, our curriculum, our support systems, our focused instructional goal, classroom practices and professional development that is tailored around the needs of our staff and children.

Our instructional goal is small group instruction. We define small group as a minimum of 1 and a maximum of 10 students. We chose this goal in regard to the Chancellor’s initiative “knowing your students”, to know your students means to be able to talk to who they are, what their individual needs are, what resources and materials best support their needs, what strategies best fit into their learning curves and how they are moving along the continuum.

Small Group Instruction will continue to enable us to:

- To better monitor student needs and progress
- To strengthen our use of data in meeting needs of individual students
- To refine teacher pedagogy in relation to teachers developing a personal toolkit of skills and strategies to use on the run
- To strengthen the use of the Danielson Framework to benchmark effective and highly effective practices
- To refine School / Parent Communication and grow a collaboration that bridges the gap between home and school.
- To better inform and engage parents in regard to current practices and methods aligned to our reading, writing and math curriculum.
- To maximize the use of our related service personnel and ESL Teacher in Push In Model and to evaluate on the run the support systems we have in place and make necessary modifications and adjustments to address the needs of students to ensure that coherence and common thread across the grades are evident and aligned to our reading, writing and math curriculum.

Our implementation of the CCLS began prior to the NYC Instructional Shift being instituted. Our work with CCLS’s began in 2009. We began unpacking them and integrating them within our reading and writing and math curriculum. Today we have fully integrated them in all of our curriculum maps and classroom practice. As evidenced in our School Quality Guide, this work has demonstrated gains in reading and math and Bridging the Achievement Gap. It is important to note that these gains have occurred on exams that have been controversial due to the rigor and content. Despite the controversies, we not only met our targets but in some areas we exceeded our target.

Our staff and Para Professionals are immersed in extensive professional development on Danielson, every facet of our professional lens for lifting the rigor of teaching and learning revolves around curriculum, practice, and best practices where the focus is always on improving teacher practice and heavily emphasized on the Effective and Highly Effective Domains. This year all of the professional learning has been focused on our Instructional Goal-Small Group Instruction, this focus includes but is not limited to the careful monitoring of student progress, the careful evaluation of all of the systems and structures we have in place to support student learning such as; RTI, Saturday Academy, After School Programs, small group instruction and AIS. Teachers are gently pressed to reflect deeply on next steps.

Evidence of teacher practices that provide students with conduits to multiple entry points are :

- Use of a variety of resources including but not limited to the infusion of technology.
- IEP's and NYCSELAT Data carefully analyzed
- The use of Rubrics in reading and writing for teacher evaluation and student self assessment
- Evidence of effective / highly effective planning –maps directly differentiate learning for IEP Students, ELL's and High Performing Students
- Evidence of Maps and practices aligned to the essential question of the unit of study.
- Inquiry teams that consistently analyze and reflect on student work, performance and progress, as well as plan next steps.
- Vertical planning and vertical conversations.
- Evidence of students being able to talk to what they are doing.
- Fostering of agency and independence of students through a variety of strategies and the gradual release of responsibilities.
- Teachers active in role of facilitator.
- Push In – related service personnel and ESL
- Student engagement
- Classroom Tools that anchor student learning, such as; work folders, rubrics, personal word walls, number lines, table tents and charts, mentor text, leveled book bins / baggies, content based literature, the use of graphic organizers, teacher exemplars.
- Evidence of the workshop model/ to with and by learning, direct instruction, partner work, one on one, small groups, teacher conferences.
- Evidence of data driven groups.
- Evidence of strong collaboration amongst staff across the grades.
- Common planning time-every grade has a minimum of 4 common preps.
- Evidence of articulation (related service personnel, IEP Teacher, School Pshychologist, School Social Worker, Guidance Counselor, etc.), that promote “knowing their children” to move them along the learning continuum.
- Evidence of the application of methods to address multiple learning styles such as; tools that foster tactile learning, use of artifacts, videos
- Staff book club (Novels)

The following practices in professional learning promote high level thinking in classroom practice:

- Differentiated professional development for staff based on needs assessment and determined by observations and teacher surveys.
- The immersion of looking at student work with the use of rubrics from the onset with new staff.
- The pairing of highly effective instructional mentors for new staff.
- Mentoring techniques include but are not limited to, inter-visitations, peer mentoring, vertical planning, sharing of best practices, and ongoing collaboration and feedback from mentors and administrators. It is a to-with-and by initiative.
- The unpacking of Danielson, reflecting on practice with an emphasis on effective and highly effective domains.
- The use of engageNY to understand and name effective and highly effective practices. Understanding what is meant by low inference and high inference.

- Use of DOK and Bloom Taxonomy to lift the level of accountable talk and questioning.
- Exposure to the English Language Arts Progression and language domains to better understand how children develop academic language and tools that can foster high level thinking, for example vocabulary concept maps.
- The use of turn and talk, mid workshop interruptions, teaching share, stop and jots, note taking, and the use of multiple resources to gather information and present information.

Assessment is the nucleus of everything we do at P.S. 38. All instructional / administrative and operational decisions are data driven. We look at all qualitative and quantitative data to address all needs of the school community. Our CEP and our curriculum maps are evidence of how data is used to address the needs of all sub groups such as; IEP Students, lowest 1/3, highest performing students and English Language Learners. Data is examined carefully beginning in the summer with the most current data that is available. (Standardized results, MOSL Results, IEP Goals, NYCESLAT and Science). Children move up the grades with end of year data that is used to begin to plan and group for the following school year. That data is paralleled with beginning of the year assessments (Running Records, On demand Writing Samples, Beginning of Year Math Progressions), and students are immediately grouped fluidly. Fluidly meaning, children move along the continuum and grouping shifts. New admits are assessed immediately and placed accordingly in groups that will address their needs.

It is important to note that we consistently drive our vision which strongly emphasizes becoming a life-long learner, as a result the rigor of the Common Core State Learning Standards Drive everything we do, thus preparing children to be college and career ready. The tone at P.S. 38 is set from day one, the whole school community speaks a common language that clearly and explicitly conveys high expectations, that students' very best work is expected at all times. Our motto, "Believing in Children", is woven throughout the school day. Staff models and reminds students daily that they are active and model citizens of our school community. Students are celebrated and acknowledged in every facet. Our goal is to inspire every child to believe that they can be anyone they want to be, that they can be heroes. Our goal is to grow leaders.

Character development is fused in our curriculum and everyone is encouraged to take risks, for risks are stepping stones to success.

Children are held to high standards and reminded daily of the "Respect for All" guidelines. Our work with children is not isolated to just the school community, children are encouraged to transfer what they learn to the world around them.

When we think about being career ready at the elementary level, we recognize that children need early exposure to the career possibilities that are available to them. As a result we host school events that promote career awareness, have brought in guest speakers and will continue to promote career awareness in a variety of ways.

These are a few of the guests who visited with our students and have been an inspiration:

- Arne Duncan, Secretary of Education
- Chancellor Merryl Tisch, Board of Regents
- David Wright-NY Mets
- NBA Cares Talent-Samje Christian
- Derrick Adkins-Olympian Runner
- African American Dance and Music-Universal Temple of the ARTS
- Story Tellers / Authors
- Power of One Bullying Assembly
- Apple Corps
- < > The Musical Experience, traveling dance company from Indiana

Marquis Studios-Music, Dance and Theatre Art

- Partnership with New Dorp High School-Mentor / Tutorial Program
- Partnership with New Dorp High School-The New Teacher Program
- March of Dimes Parade-Charity Fundraising

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 all teachers will have strengthened their use of data driven small group instruction, with an emphasis on consistent monitoring for understanding that will result in a 3% gain in student progress as measured by the State ELA/Math exam.

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) <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>Our instructional focus is small group instruction with an emphasis on checking for understanding . We define small group as a minimum of 1 and a maximum of 10 students, moreover we do follow the workshop model where by whole group mini lesson may be evident and followed by independent seat work, collaborative learning groups, partnerships and small groups.</p> <p>As evidenced by our Reading and Writing Curriculum Maps and our GO MATH Program, CCLSs have been thoroughly integrated in our curriculum and our practice. Most importantly, it is evidence in the work that takes place daily in the classrooms and in the authentic student work that is produced daily. This is supported by ongoing state of the art professional development and the integration of the Danielson Framework for Teaching. Our Curriculum Maps</p>	<p>Students in the lowest 1/3</p> <p>All student sub groups</p>	<p>Sept 15- June 16</p> <p>Sept 15- June 16</p> <p>Sept 15- June 16</p> <p>Sept 15- June 16</p>	<p>Classroom Teachers</p> <p>PreK-5 Teachers, cluster teachers, related service personnel, administration</p> <p>ESL Teacher, science teacher, Teachers College upper and lower grade staff developers, Go math staff developer, lead teachers, Administration</p>

<p>demonstrate a practice that is reflective, data driven and modified as the year evolves.</p> <p>Our staff engages in vertical conversations that are instructional; and professional development that is aligned to the development of curriculum and best practices connected to our planning. Student data and work are always at the center of all team meetings.</p> <p>Research-based instructional programs, professional development, and systems and structures that will impact change:</p> <ul style="list-style-type: none"> • To continue to strengthen our use of our reading, writing, math, science, NYSESLAT data to meet the needs of individual students through professional development • To continue to refine teacher pedagogy in relation to teachers developing a personal toolkit of skills and strategies to use on the run • To continue to strengthen the use of the Danielson Framework to benchmark effective and highly effective practices with an emphasis on activities that promote high level thinking • To continue to refine School / Parent Communication and continue to grow collaboration that bridges the gap between home and school via monthly newsletters by grade, administrative letters and flyers, instant messenger, and the school website. • To better inform and engage parents in regard to current practices and methods aligned to our reading, writing and math curriculum through our Parent as Learning Partner Program, quarterly parent workshops in reading, writing, math, science, ESL, Special Ed. etc. • To maximize the use of our related service personnel and ESL Teacher in Push-In Model. • To continue to evaluate support systems such as RTI, AIS, Small Group, and SETSS, and make necessary modifications and adjustments to address the needs of students through 	All staff	Sept 15- June 16	<p>Teachers College upper and lower grade staff developers, Go math staff developer, related service personnel</p> <p>Building Administration</p> <p>Administration, parent coordinator, classroom teachers, school secretary</p> <p>Classroom teachers, IEP Teacher, ESL Teacher, science teacher</p> <p>Speech, OT, PT, Adaptive Phys Ed., and ESL teachers, IEP Teacher</p> <p>School Assessment team and administration and lead teachers</p> <p>Administration</p> <p>Teachers, Administration, T.C. Staff Developers</p> <p>Go Math Staff Developer, TC Staff Developers, Classroom teachers.</p>
	All staff	Sept 15- June 16	
	Teachers K-5/Cluster Teachers	Sept 15- June 16	
	Parents and guardians	Sept 15- June 16	
	Parents and guardians	Monthly SAT Meetings	
		Sept 15- June 16	
		Sept 15- June 16	
		Sept 15- June 16	
	IEP Students, ESL students	Sept 15- June 16	
	IEP Students, ESL and students in lowest 1/3	Sept 15- June 16	
All Classes	Sept 15- June 16		
All Teachers	Sept 15- June 16		

<p>monthly school assessment team meetings, grade teams, inquiry, round table meetings, etc.</p> <ul style="list-style-type: none"> • To continue to ensure that coherence and common threads across the grades are evident and aligned to our reading, writing and math curriculum through grade reflection, daily instructional walkthroughs, and actionable feedback. • Use of DOK and Blooms Taxonomy in planning to lift the rigor of instruction and foster high level thinking. • Use of technology to lift and deepen understanding of content via a variety of hyperlinks for example, the use of the Think Central to support our Go Math instruction in addition to others. • Consistent analyzing of student work for evidence of the use of text to support thinking, conversation and writing • On-going Guided Reading and Book Clubs (data driven) • Daily Read-Aloud to model thought processes and talk techniques that foster accountable-talk and high level thinking and questioning and conversation. • Close Reading-evidence of unpacking text by students who annotate their text in regard to determining importance, interpretations, synthesis, vocabulary, etc. • The use of debates and argumentation that foster not only thinking skills, but public speaking and listening skills. • Evidence of students engaged in inquiry / project based learning as evidence by student products (essays, projects). <p>In providing students with access to the CCLS's the following approaches are consistently refined and evident in classroom practice and are also aligned to the impact this work has on student achievement and teacher pedagogy:</p>	K-5 Teachers		Classroom teachers K-5 and clusters, TC Staff Developers, administration
	All students with an emphasis on lowest 1/3	Sept 15- June 16	
	Students on similar reading levels	Sept 15- June 16	Classroom teachers, IEP Teacher, ESL Teacher
	All students	Sept 15- June 16	All teachers
		" "	All teachers, TC Staff Developers
		" "	Classroom teachers
		" "	All teachers
		" "	All teachers
		" "	" "
		Sept 15- June 16	" "
		Sept 15- June 16	" "
		" "	" "
		" "	" "
		" "	IEP Teacher, ICT and self-contained teachers, School psychologist and school social worker
	IEP Students		Teachers K-5
	Various subgroups		" "
	" "		" "
	" "		" "

- Small group instruction with an emphasis on students developing their own repertoire of skills and strategies to self-regulate.
- Children will be prompted to lean on rubrics and checklists to benchmark their work to improve quality and assess their own understanding.
- Tasks will be modified for multiple entry points
- The use of a variety of graphic organizers based on needs
- Visuals and artifacts will be used to support content development
- Table Tents and Anchor Charts and Procedural Support Structures used by students
- Evidence of three tier math intervention
- Use of math manipulatives
- Use of Procedural Models for Math
- Collecting and analyzing Evidence of students demonstrating more than one way to problem solve in Math
- Math Reflections

- Use of IEP's to address individual needs and meet IEP Goals

- Differentiated instruction

- Variety of leveled texts across genres for independent reading.

<ul style="list-style-type: none"> • Variety of same articles (text complexity) differentiated by Lexile’s to address ability level. • Evidence of Maps and practices aligned to the essential question of the unit of study. • Teachers circulate and conference with students/ teacher conference notes • Evidence of students building on each other’s ideas during class discussions. 			
<p>Evidence of teacher practices that provide students with conduits to multiple entry points are :</p> <ul style="list-style-type: none"> • Use of a variety of resources including but not limited to the infusion of technology. • IEP’s and NYSESLAT Data carefully analyzed in order to monitor how students are moving along the continuum and to modify instruction accordingly. It also facilitates parent conversations around student progress. • Evidence of effective / highly effective planning –maps directly differentiate learning for IEP Students, ELL’s and High Performing Students-for example how data is analyzed and used for grouping will be evident in small group work and the modification of tasks. • Evidence of students being able to talk to what they are doing. • Fostering of agency and independence of students through a variety of strategies and the gradual release of responsibilities for example; in some classrooms students are provided with a menu of choice, these are strategies they have learned and apply independently and should be able to do so in any context. During this time the teacher takes the role of the facilitator as children are independently engaged with partners or in groups. This fosters children to learn to lean on what they have learned to do well to problem solve, it is a method of holding students accountable. There are also support structures (table tents, task cards, graphic organizers, thought prompts, anchor charts) use to anchor independent, partner and small group work. 	<p>All students</p> <p>Spec Ed, ESL and sub groups</p> <p>Spec Ed, ESL and sub groups</p> <p>All Students</p> <p>IEP and ESL students</p> <p>All Students</p>	<p>Sept 15- June 16</p>	<p>All teachers</p> <p>IEP Teacher, ESL Teacher, Special Ed Teachers, K-5 teachers</p> <p>All Teachers</p> <p>All Teachers</p> <p>ESL, Related service staff</p> <p>All Teachers</p>

<ul style="list-style-type: none"> • Push In – related service personnel and ESL • Student tasks and activities which foster engagement in a variety of ways. (partnerships, small groups) • Evidence of the use of DOK Resources to plan read aloud questions, book club questions, and questioning in Science and Social Studies. • Classroom Tools that anchor student learning, such as; work folders, rubrics, personal word walls, number lines, table tents and charts, mentor text, leveled book bins / baggies, content based literature, the use of graphic organizers, teacher exemplars. • Evidence of the workshop model/ to with and by learning, direct instruction, partner work, one on one, small groups, teacher conferences. • Evidence of students having to justify and explain their answers based on evidence. • Evidence of using student responses to grow further questions and deepen thinking. • Evidence of data driven groups. • Evidence of articulation (related service personnel, IEP Teacher, School Psychologist, School Social Worker, Guidance Counselor, etc.), that promote “knowing their children” to move them along the learning continuum. • Evidence of the application of methods to address multiple learning styles such as; tools that foster tactile learning, use of artifacts, videos 			

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.

“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> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$149,545	X	<input type="text"/>
Title II, Part A	Federal	\$81,831	X	<input type="text"/>
Title III, Part A	Federal	\$11,200	X	<input type="text"/>
Title III, Immigrant	Federal	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tax Levy (FSF)	Local	\$2,087,325	X	<input type="text"/>

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

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

Part 5 – Progress Monitoring

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

Mid Point Checks include but are not limited to:

- Go Math Mid-Year Progressions
- TCRWP Running Record/MOSL Assessments (Quarterly)
- On The Go Assessments and conference notes
- Student notebooks
- Go Math unit tests
- RTI Data

- Student Projects and tasks benchmarked to CCSS aligned rubrics
- Informational Writing continuum: Monitor lowest 1/3 in each class in student performance on ELA On Demand Informational Writing Tasks
- Monitoring for results data to monitor students at risk (lowest 1/3)
- Spelling Inventory data
- Authentic student work samples aligned to performance indicators and rubrics

Benchmark used to measure growth 2015-2016:	Comparison Timeframe 2014-2015:	CEP Goal :
MOSL / TCRWP Running Records	Sept 2015-March 2016	#1 30% (113 students) K-5 will meet TCRWP Benchmarks by June 2016
MOSL / TCRWP Running Records	Sept. 2015 – March 2016	#2 Student's in the lowest 1/3 will make 3% gain by June 2016 as measured by State ELA Exam.
Informational Writing Continuum	Sept. 2015 – February 2016	#3 Monitor lowest 1/3 in each class in student performance on 4 ELA On Demand Informational Writing Tasks
Go Math Beginning and Mid-Year Progressions	Sept. 2015 – January 2016	#4 2% increase in student math proficiency by June 2016

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.

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.

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) <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>

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.

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

	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		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.

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.

On our 2014-2015 Quality review Teacher Teams and Leadership Development (4.2) was an area of celebration. Although this was an area of Celebration and we received a rating of proficient. There was no instructional feedback and the findings specified evidence of our strengths. As a school community our own needs assessment demonstrated a need for continued support of our pedagogy in a variety of mediums. Therefore we will continue to support teachers and build capacity around their needs.

Assessment is the nucleus of everything we do at P.S. 38. All instructional / administrative and operational decisions are data driven. We look at all qualitative and quantitative data to address all needs of the school community. Our Comprehensive Educational Plan and our curriculum maps are evidence of how data is used to address the needs of all sub groups such as, IEP students, lowest 1/3, highest performing students and English language learners. Data is examined carefully beginning in the summer with the most current data that is available. (Standardized results, MOSL Results, IEP Goals, NYSESLAT and Science). Children move up the grades with end of year data that is used to begin to plan and group for the following school year. That data is paralleled with beginning of the year assessments (Running Records, On demand Writing Samples, Beginning of Year Math Progressions), and students are immediately grouped fluidly. Fluidly meaning that children move along the continuum and grouping shifts. New admits are assessed immediately and placed accordingly in groups that will address their needs.

Once pre-assessment data has been collected, Teacher Teams begin their analysis and planning for instruction “beginning with the end in mind.” Teachers break data up into items analysis to identify the specific needs of their students and in an on-going manner, adjust their instruction to address those needs. Each Teacher Team collaborates to adjust the curricular needs across the grade. Individual classroom teachers then further modify and differentiate that instruction, based on the needs of that specific classroom (ICT planning, ELL planning, General Education planning). In addition, other school Teams collaborate to support and provide additional feedback, resources, tools, strategies, etc. to continue to grow the students academically and behaviorally, to improve and promote overall student achievement through highly-effective instruction. Post assessments are used to see how modifications and adjustments provided students with the support they needed to perform well. This is an ongoing process.

Our 2014-2015 Quality Review indicator 2.2 (Assessment) findings indicate that while common assessments are being utilized to identify student progress toward goals and teachers are using checks for understanding and student self-assessment, there is a need for teachers to consistently utilize rubrics to provide actionable feedback to students. This will allow for teachers to better monitor student’s needs /progress and strengthen the use of data to meet individual student needs. The following will be implemented:

- We survey teacher interests and needs to design PD.
- Professional development based on needs assessments in learning progressions in reading, writing, math, and all content areas to move all students along the learning continuum.
- Differentiated PD to meet the different needs of teachers.

- Implementation of new teacher mentor program
- Teacher Improvement plans that piggy back off of last year's Advance teacher evaluations.
- In House Inter-visitations and establishments of lab sites to observe best practices
- In house upper and lower grade Teachers College staff developers.
- Ongoing PD in consistent Monitoring for student understanding
- School-Wide Goal: Emphasis on using data to drive small group instruction
- Vertical planning to scaffold learning across grades
- Book club and on going PD for paraprofessionals
- Establishment of Partners With Families...Partners in Learning
- Informal teacher peer mentoring-teachers across grades embrace and support each others planning and practice.
- Grade level inquiry meetings always with student work at the center.
- PD in Response to Intervention and the use of School Assessment team to support teacher's practice.
- Continuous PD and unpacking of Danielson's Framework for Teaching and Learning. Teachers use this to reflect on their pedagogy and drive their practice towards the effective and highly effective areas of the framework.
- On going actionable feedback is provided to teachers stating glows and grows.
- Using the Depth of Knowledge to design plans that push student thinking and promote problem solving at high strategic levels.
- Focused inquiry work reflecting specific targeted intervention groups.
- We Provide teachers with many professional resources and state of the art professional development both in and out of house.
- Monthly Pupil progress Team meetings to discuss students at risk and modify plans of action for Response to Intervention.

Additionally, we recognize that our school community needs to be informed of our methods and practices for how we consistently monitor for student understanding.

- We will continue to implement a series of family workshops to inform parents and provide them with strategies to support their children at home.
- We will invite parents to attend professional workshops at Columbia Teachers College on family days.
- Teachers will hold 1 on 1 parent meetings on Family Engagement Tuesdays and during Preps when needed, to have individual student data based conversations to both celebrate what children can do and to demonstrate where they are and where they need to go along the continuum. at these conversations teachers will share expectations, strategies and provide suggestions and will also share what they are doing to grow the child and when and how they plan to re-assess for mastery.
- Teachers design monthly parent newsletters to inform parents of current units of study, etc.
- We have a Testing workshop for parents in grades 3, 4, and 5 to inform parents of what is expected of their children and how we prepare them.
- Teachers work with the School Assessment team and form round tables with the parents to better support the child when needed.

As we are always under-budgeted we also apply for and utilize grants to support these initiatives. The following budget will support these goals:

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> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$149,545	X	<input type="checkbox"/>
Title II, Part A	Federal	\$81,831	X	<input type="checkbox"/>
Title III, Part A	Federal	\$11,200	X	<input type="checkbox"/>
Title III, Immigrant	Federal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tax Levy (FSF)	Local	\$2,087,325	X	<input type="checkbox"/>

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.

Our goal is to sustain and continue to grow this endeavor by continuing to build capacity with our vertical teams as evidenced by a 3% increase in student proficiency on the June 2016 State ELA/Math exams.

<p>standard and non-standard data. (As per our 15-16 budget we hope to continue some of these instructional initiatives)</p> <ul style="list-style-type: none"> • As per state and City test data in ELA and Math, we will continue to Target our lowest third performing students with an emphasis on our ELL population (10%-40 students). • Response to intervention-monitoring for results and TCRWP will be used to monitor and track student growth to make necessary goal adjustments and modify instruction accordingly. <p>• Go Math beginning, middle, and end of year assessments, and informal teacher assessments used to target lowest third math students in grade three.</p> <p>Pending receiving another year of the grant, students in need of remediation will participate in Reflex Math. This is an intense hands-on, adaptive and individualized technology program that focuses on developing math fluency through a fun game-based approach. Our goal if awarded is that this will run in cycles of 8 weeks per targeted students per grade.</p> <ul style="list-style-type: none"> • 1st Grade early morning tutorial with a focus on the continued development of early reading strategies through shared reading, phonics and phonemic awareness and guided reading. • Daily on going small group instruction that is data driven in all classrooms. <ul style="list-style-type: none"> • Pending budget, we will continue our work with Mr. Carl Anderson- highly acclaimed author/writer who will focus on small group conferencing in writing. 	<p>At-Risk Lowest 1/3</p> <p>All Students</p> <p>Teachers and students K-5</p> <p>Teachers and Students K-5</p>	<p>Sept, March, June</p>	<p>All Staff</p> <p>Former Historian</p> <p>District/Central Personnel</p> <p>All Staff</p> <p>IEP Teacher, School Assessment Team, K-5 teachers</p> <p>Teachers K-5</p>
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Our Teacher’s College in-house upper and lower grade staff developers will focus on small group instruction with an emphasis on checking for understanding throughout the year

Using assessment data to adjust curricula and instruction

The following will refer to how assessments are used in the adjustment of curriculum and instruction and how used to assess on an ongoing basis in the classroom:

- TCRWP Assessment administered quarterly
- On Demand Informational Writing administered quarterly
- Content Based Projects measured with the use of rubrics
- Notebooks and Student Portfolios
- The teacher / student use of rubrics / checklist to self-assess, engage in peer assessment and lift the quality of student work
- Rubrics and checklists for self-assessment based on unit of study and genre
- Feedback that is constructive and actionable
- Anchor Charts to foster agency and independence
- Prior to each unit of study in reading/writing/math a pre assessment is administered and used to determine student needs and to identify small group.
- In math there are mid chapter checkpoints that are used to adjust small group work.
- Groups are fluid and vary based on need.
- Evidence of student reflection / exit slips for some units of study in ELA and Math
- Immediate feedback from conferencing that is used to make adjustments in student work
- For IEP Students the consistent use of the Needs Management SESIS Piece to assess and modify IEP goals.
- Evidence of a multitude of methods used to address the needs of our IEP Students and ELL’s, for example; one to one conferencing, small group instruction based on goals, accommodations are carefully followed and adjusted as

Teachers K-2, admin

Teachers k-5, staff developers, admin, IEP Teacher

Admin and staff developer

Staff Developers, admin

needed, visual cues, personal content based tools, graphic organizers/ thinking maps, and table tents used to structure and organize student thinking and writing about reading or math problem solving.

- Beginning / Middle and End of year assessments are used to follow progressions that are aligned to our CEP Goals, as demonstrated below in our Mid-Year CEP Mid-Point Review of School Progress.

With regard to impact the following mid-point review of school progress will be used as a testament to the impact that this work will have on student performance and achievement.

Benchmark used to measure growth:	Comparison Timeframe:	CEP Goal:	Met / Not Met
MOSL / TCRWP Running Records	Sept 2015- March 2016	#1 30% (113 students) K-5 will meet TCRWP Benchmarks by June 2016	
MOSL / TCRWP Running Records	Sept. 2015 – March 2016	#2 Student’s in the lowest 1/3 will make 3% gain by June 2016 as measured by State ELA Exam.	
Informational Writing Continuum	Sept. 2015 – February 2016	#3 Monitor lowest 1/3 in each class in student performance on 4 ELA On Demand Informational Writing Tasks	
Go Math Beginning and Mid-Year Progressions	Sept. 2015 – January 2016	#4 2% increase in student math proficiency by June 2016	

Teacher teams promoting the implementation of the CCLS and the instructional shifts

P.S. 38 has many structures and activities that inform professional collaborations and the effectiveness of teacher teams. Currently we have a wide and diverse number of Teacher Teams .

- Teacher Teams have common prep periods, across each and every grade level, at least 4 times per week, this time is used for planning, looking at student work, preparing materials and resources and articulation.
 - Vertical planning teams work together to gear scaffolded learning across 2 grade bands
 - Our Instructional Team meets quarterly or as needed to discuss current teaching trends, instructional concerns, to survey professional development needs.
 - The School Leadership Team meets one time per month to review and analyze data, and to revise school policies, and discuss nuances and ideas aligned to our CEP goals and student achievement.
 - The MOSL Team meets beginning, middle and end of school year to discuss our MOSL choice, results and implication for instruction.
 - Data Inquiry Team / Pupil Progress Team / School Implementation Team and RTI Team meets once a month to track student progress based on changing interventions and frequency of intervention.
 - Inquiry teams that consistently analyze and reflect on student work, performance and progress, as well as plan next steps.
 - Evidence of strong collaboration amongst staff across the grades and vertical conversations.
 - Columbia Teachers College Reading and Writing Project Team / Coach Team-It is routine for teachers who attend PD off site that they turn-key information to teachers on the grade or across the grades.
 - Collaborative Think Tanks-We come together frequently to brain storm, to share best practices, to discuss PD ideas, to survey needs, etc.
- Prior to launching each Unit of Study, across all content areas, teachers administer pre-assessments. These pre-assessments include:
- -On-Demand Writing
 - -Informal and formal Reading Assessments
 - -Performance Tasks
 - -Spelling Inventory
 - -Go Math! Chapter Pre- assessments
 - -Go Math! “Show What You Know”

<ul style="list-style-type: none"> - NYSESLAT data In addition to this, other student data is shared (IEP's) for teacher review and acknowledgement of that review is documented (Chapter 408). 			
<p>Instructional Programs:</p> <p>Early Grade Morning Tutorial K-2 three times a week for 12 weeks from 7 a.m. -8:15 a.m.</p> <p>Data driven small group instruction (school wide focus) with an emphasis on checking for understanding.</p> <p>Early Childhood Saturday Academy K-2/A Pond Full of Fun: an 8 week hands on inquiry program with a focus is non-fiction with a focus on pond life, ecosystems, life cycles, etc.</p> <p>Saturday Test Prep Academy: 11 week test prep program</p> <p>Reflex Math: Targeted basic math skills through technology for students who needed to strengthen basic math skills.</p> <p>I Ready after school enrichment 2 times a week for 12 weeks</p>	<p>Lowest 1/3 in Kindergarten and 1st grade</p> <p>All students K-5</p> <p>K-2 Students</p> <p>Grades 3-5 students</p> <p>3rd grade students performing in the lowest 1/3</p> <p>At-risk 4th and 5th grade students</p>	<p>October thru January</p> <p>September thru June</p> <p>April 18, - June 13, 2015</p> <p>December 5 2015-March 31 2015</p> <p>October 2014- May 2015</p> <p>December 2, 2015- March 31, 2016</p>	<p>1 Kindergarten, 1 first and 1 second grade teacher</p> <p>Classroom Teachers/related service personnel</p> <p>1 Kindergarten, 1st, and 2nd grade teacher, a visual arts teacher, a library/technology. teacher</p> <p>Teachers and Admin/data specialist</p>
<p>Response to Intervention: Targeted</p>	<p>K-2</p>	<p>Sept 2015- June 2016</p>	<p>School Assessment team, Classroom Teachers, IEP Teacher</p>
<p>As a professional, "Collaborative Teaching and Learning Community" our goal is to grow teacher leaders. Our school administration empowers their teachers to take on a varied spectrum of responsibilities. Teachers are an integral part of decision making, not only for their own classrooms, but also for designing school-wide initiatives. Teachers at P.S. 38 regularly provide Professional Development for one another. Teachers share their best practices through inter-visitation and open classrooms. New learning is turn-keyed on a regular basis (PD Mondays). Teachers share a mutual</p>	<p>All Teachers</p> <p>All Teachers</p>	<p>Sept 2015- June 2016</p> <p>Sept 2015- June 2016</p>	<p>Administration, grade leaders, TC Staff developers, Go Math staff developers.</p>

respect for one another and feel part of a community of which they are a valued member and where their voice is heard.

Distributive leadership is the result of capacity-building, this establishes a shared goal of holding a school community accountable to improving student achievement. This happens by growing teacher pedagogy through focused, ongoing, differentiated and need based, interest based professional development.

The following are some examples of structures that support distributive leadership:

- Differentiated professional development for staff based on needs assessment and determined by observations and teacher surveys.
- The immersion of looking at student work with the use of rubrics from the onset with new staff.
- The pairing of highly effective instructional mentors for new staff.
- Mentoring techniques include but are not limited to; inter-visitation, peer mentoring, vertical planning, sharing of best practices and ongoing collaboration and feedback from mentors and administrators. It is a to-with-and by initiative.
- The unpacking of Danielson, reflecting on practice with an emphasis on effective and highly effective domains.
- The use of Engage NY to understand and name effective and highly effective practices and Identifying and understanding low and high inference.
- Use of DOK and Bloom’s taxonomy to lift level of accountable talk and questioning.
- Exposure to the English Language Arts Progression and Language domains to better understand how children develop academic language and tools that can foster high level thinking.

Impact of this work:

- Teachers are empowered through surveys to select and design professional development in ELA and Math, etc.
- Teachers grow teachers.

Administration, grade leaders, TC Staff developers, Go Math staff developers, Teachers

<ul style="list-style-type: none"> • Teachers have a voice in regard to teaching and learning decisions. • Teacher teams facilitate the bridge between home and school. • Increase of student achievement. • Evidence of exceeding the target in closing the achievement gap. 			
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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.

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> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$149,545	X	
Title II, Part A	Federal	\$81,831	X	
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$2,087,325	X	

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

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

Part 5 – Progress Monitoring

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

Mid-Point Checks include but are not limited to:

- Go Math Mid-Year Progressions
- TCRWP Running Record/MOSL Assessments (Quarterly)
- On The Go Assessments and conference notes
- Student notebooks
- Go Math unit tests
- RTI Data
- Student Projects and tasks benchmarked to CCSS aligned rubrics
- Informational Writing continuum: Monitor lowest 1/3 in each class in student performance on ELA On Demand Informational Writing Tasks
- Monitoring for results data to monitor students at risk (lowest 1/3)
- Spelling Inventory data
- Authentic student work samples aligned to performance indicators and rubrics

Benchmark used to measure growth:	Comparison Timeframe:	CEP Goal:
MOSL / TCRWP Running Records	Sept 2015-March 2015	#1 30% (113 students) K-5 will meet TCRWP Benchmarks by June 2016
MOSL / TCRWP Running Records	Sept. 2015 – March 2016	#2 Student's in the lowest 1/3 will make 3% gain by June 2016 as measured by State ELA Exam.
Informational Writing Continuum	Sept. 2015 – February 2016	#3 Monitor lowest 1/3 in each class in student performance on 4 ELA On Demand

		Informational Writing Tasks	
Go Math Beginning and Mid-Year Progressions	Sept. 2015 – January 2016	#4 2% increase in student math proficiency by June 2016	
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.			

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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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.

	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		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.

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

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

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

Part 1 – Needs Assessment

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

Our 2014-2015 NYC School Survey demonstrated that we supersede the City's positive response for elementary schools in the following categories of the Framework for Great Schools: Rigorous instruction, supportive environment, collaborative teachers, and effective school leadership.



Strong Family-Community Ties however, did not supersede the City response by a small 3% margin and Trust did not by a 1% margin.

Our goal is to work harder to build a positive relationship with our families so that they are partners in their child's learning. We have an open door policy and provide parents with support to help their children at home, academically, physically and emotionally. Our parent coordinator is an integral part of the relationship between all stakeholders in the school.

The following are some examples of how we incorporate parents into our school community:

- Parents as Learning Partners
- Curriculum Conferences
- Progress Reports to communicate student academic performance/behavioral concerns
- Parent Workshops based on needs
- Parent Engagement Meetings to address concerns regarding student performance or celebrate student growth
- Cromwell Café to celebrate cultural diversity
- Assemblies for parents to learn units of study children are learning

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Students will go up 2 levels of reading as evidenced on TCRWP MOSL data and State Exams will demonstrate an increase in overall student proficiency as a result of our strong family/community ties to learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our Teachers College Reading and Writing Literacy Initiative is research based and aligned to the CCSSs. This initiative has proven to be successful in growing our students along the learning continuum and has evidenced continuous increases in student proficiency levels as evidenced on State Tests and MOSL data. Parents are included in workshops around the methodologies we use and all parent meetings have student work samples and data at the center to demonstrate student performance. Parents are invited to attend Columbia teachers College Parent workshops to learn strategies for supporting their children at home and better understand our curriculum.</p> <p>The following practices in professional learning promote high level thinking in classroom practice:</p> <ul style="list-style-type: none"> • Differentiated professional development for staff based on needs assessment and determined by observations and teacher surveys. • The immersion of looking at student work with the use of rubrics from the onset with new staff. • The pairing of highly effective instructional mentors for new staff. • Mentoring techniques include but are not limited to, inter-visitations, peer mentoring, vertical planning, sharing of best practices, and ongoing collaboration and feedback from mentors and administrators. It is a to-with-and by initiative. • The unpacking of Danielson, reflecting on practice with an emphasis on effective and highly effective domains. • The use of engage NY to understand and name effective and highly effective practices. Understanding what is meant by low inference and high inference. 	<p>Families & Students</p>	<p>September 2015-June 2016</p>	<p>All Staff, PTA, Leadership Team, Parent Coordinator, Administration</p>

<ul style="list-style-type: none"> • Use of DOK and Bloom Taxonomy to lift the level of accountable talk and questioning. • Exposure to the English Language Arts Progression and language domains to better understand how children develop academic language and tools that can foster high level thinking, for example vocabulary concept maps. <p>The following will allude to how assessments are used in the adjustment of curriculum and instruction and how used to assess on an ongoing basis:</p> <ul style="list-style-type: none"> • TCRWP Assessment administered quarterly • On Demand Informational Writing administered quarterly • Project / Content Based Projects measured with the use of rubrics • Notebooks and Student Portfolios • Rubrics and checklists for self assessment based on unit of study and genre • Anchor Charts to foster agency and independence • Prior to each unit of study in reading/writing/math a pre assessment is administered and used to determine student needs and to identify small group. • In math there are mid chapter checkpoints that are used to adjust small group work. • Groups are fluid and vary based on need. • Evidence of student reflection / exit slips for some units of study in ELA and Math • Immediate feedback from conferencing that is used to make adjustments in student work • For IEP Students the consistent use of the Needs Management SESIS Piece to assess and modify IEP goals. • Evidence of a multitude of methods used to address the needs of our IEP Students and ELL's, for example; one to one conferencing, small group instruction based on goals, accommodations are carefully followed and adjusted as needed, visual cues, personal content based tools, graphic organizers/ thinking maps, and table tents used to structure and organize student thinking and writing about reading or math problem solving. <p>Beginning / Middle and End of year assessments are used to follow progressions that</p>			
<p>As evidenced by our overall academic environment and Reading and Writing Curriculum Maps. CCLS's have been thoroughly integrated in our curriculum and our daily practice. Most importantly, it is evident in the work that takes place daily in the classrooms and in the authentic student work. This is supported by the ongoing state of the art professional development and the integration of the Danielson Framework for teaching and learning. This document further demonstrates a practice that is reflective, data driven and modified as the year evolves, that demonstrates</p>	<p>All students Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers College staff developers, Mentors, Administration, IEP Teacher, ENL Teacher</p>

instructional shifts. Our staff engages in vertical conversations, planning sessions and professional development. Student data and work is always at the center of all team meetings.

High order thinking skills are fostered in the following ways:

- Use of DOK and Blooms Taxonomy in planning
- Use of technology to lift and deepen understanding of content
- Evidence of the use of text, to support thinking, conversations and writing
- Guided reading and Book Clubs (data driven)
- Read Alouds to model Think Alouds, and Talk Techniques to foster accountable talk and higher level thinking and questioning.
- Close Reading
- Socratic seminar model-a new initiative being practiced.
- The use of debates and argumentation to foster thinking skills, public speaking and listening skills.
- The teacher/student use of rubrics/checklist to self assess, engage in peer assessment and lift the quality of student work
- Feedback that is constructive
- Administrators actionable feedback to grow pedagogy

In providing students with access to the CCLS the following approaches will be evident in classroom practice:

- Small group instruction
- Tasks modified for multiple entry points
- The use of a variety of graphic organizers
- Visuals and artifacts used to support content development
- Table Tents, Anchor Charts, Academic and Content specific vocabulary, and Procedural Support Structures (reading, writing, and math)
- Use of Math Manipulatives
- Use of IEP's to address individual needs to meet IEP Goals
- Differentiated instruction
- Teachers conference with students

Evidence of teacher practices that provide students with conduits to multiple entry points are

- Use of a variety of resources including but not limited to the infusion of technology.
- IEP's and NYCESLAT Data carefully analyzed
- The use of Rubrics in reading and writing for teacher evaluation and student evaluation
- Evidence of effective / highly effective planning –maps directly differentiate learning for IEP Students, ELL's and High Performing Students
- Evidence of Maps and practice aligned to the essential question of the unit of study.
- Inquiry teams that consistently analyze and reflect on student work, performance and progress, as well as plan next steps.
- Vertical planning and vertical conversations.
- Evidence of students being able to talk to what they are doing.
- Fostering of agency and independence of students through a variety of strategies and the gradual release of responsibilities.
- Teachers active in role of facilitator.
- Push In – related service personnel and ESL
- Student engagement
- Classroom Tools that anchor student learning, such as; work folders, rubrics, personal word walls, number lines, table tents and charts, mentor text, leveled book bins / baggies, content based literature, the use of graphic organizers, teacher exemplars.
- Evidence of the workshop model/ to with and by learning, direct instruction, partner work, one on one, small groups, teacher conferences.
- Evidence of data driven groups.
- Evidence of strong collaboration amongst staff across the grades.
- Common planning time-every grade has a minimum of 4 common preps.
- Evidence of articulation (related service personnel, IEP Teacher, School Psychologist, School Social Worker, Guidance Counselor, etc.), that promote “knowing their children” to move them along the learning continuum.
- Evidence of the application of methods to address multiple learning styles such as; tools that foster tactile learning, use of artifacts, videos
- Adult book club

P.S. 38 has many structures and activities that inform professional collaborations and the effectiveness of teacher teams. Currently we have a wide and diverse number of Teacher Teams.

- Teacher Teams have common prep periods, across each and every grade level, at least 4 times per week
- Vertical planning teams work together to gear scaffolded learning across 2 grade bands

<ul style="list-style-type: none"> • Our Instructional Team meets quarterly or as needed to discuss current teaching trends • The School Leadership Team meets one time per month to • The MOSL Team facilitates • The Data Inquiry Team • Pupil Progress Team/School Implementation Team and Rtl Team meets one time per month to track student progress based on changing interventions and frequency of intervention • Columbia Teachers College Reading and Writing Project Team • Columbia Teachers College Reading and Writing Project Coach Team • Math Team • AIS Team • Title III Team • Collaborative Think Tanks 			
<p>To continue to facilitate student achievement, this year we will implement a "Partners with Families...Partners in Learning" Initiative to involve parents more in their children's learning.</p> <p>Our Parent Coordinator will be instrumental in this work as the Family Liaison and will continue to grow a comfortable and supportive relationship with families to convey our school vision, protocols, and policies. This will include hosting Family Forums/Meetings to inform parents and public speaking.</p> <p>We believe in a "to, with, and by" approach and as a Team the committee will work together as a think tank to develop forums/meetings that meet the needs of our families.</p> <p>The parent coordinator will also be instrumental in communicating with families, designing communication flyers, and assisting parents with their diverse needs.</p> <p>Our Leadership Team and PTA will be instrumental in our efforts to brainstorm ideas and facilitate community outreach to bring in speakers and experts to support families, inform them, and provide families with resources available to them....all supporting our instructional goals for students and aligning to our building policies/protocols, etc.</p> <p>Everything will be connected and this will require collaboration, planning, and clear communication as a Team.</p> <p>Our School Administrative Secretary, does so much more than office work. She interacts with families on a daily basis and has established a comfortable and inviting rapport with families and will be instrumental in our communication piece via phone</p>	<p>Parents & community</p>	<p>September 2015-June 2016</p>	<p>Leadership Team, PTA, Parent Coordinator, Administration, Teachers</p>

conversations, phone messaging, communication memos/letters, translation unit, creating information posters, etc.

We will:

- refine School / Parent Communication and grow a collaboration that bridges the gap between home and school.
- better inform and engage parents in regard to current practices and methods aligned to our reading, writing and math curriculum.
- Have parent workshops on how we assess students, how we move students along the learning continuum using rubrics and progressions, early reading strategies, etc, so that parents develop a greater awareness of how they can support this learning at home.

In addition, teachers create monthly newsletters which are sent home to parents, keeping them informed of the school's high expectations. For example, they may include upcoming important dates, strategies to practice at home, units of study children are immersed in, as well as academic news about the reading, writing and mathematics curriculum expectations for the students.

The school created parents as learning partners where parents are invited to sit in their child's classroom as a learning partner. Sessions are set up for one period, 8:35 a.m. to 9:20 a.m. on one morning each month. Letters are sent home to the parents ahead of the session, indicating the focus of each session. At the end of the session, parents are invited to participate in a debriefing session where their observations are discussed. This partnership with the school and parents allows the parents to be involved in the teaching and learning of their children.

The school leadership Team will continue to reflect on our school wide goals and analyze student data, structures, systems, protocols and policies, to make necessary revisions to our School Comprehensive Educational Plan with student achievement at the core of our practice.

We are a warm and welcoming community. We pride ourselves in knowing our families and our children. Our community is culturally and academically diverse and we celebrate and respect that diversity. Within the community there is a scholarly buzz that represents our professional learning community.

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.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.
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)	Criteria for determining AIS Is determined by standard and non-standard data and authentic samples of student work that demonstrate a child is performing below standard/benchmarks.	Small group instruction is a building wide focus and the driving force in all classrooms for meeting students' needs. Wilson and Explore the Code are used with students who demonstrate poor phonemic/phonics awareness skills in grades K-5. Interactive/shared writing with students in grades K-2 Strategy driven reading/writing/math boot camps based on student need based on data. SETSS for IEP students in need Early grade tutorial for children in grades K-2 Saturday Test Prep Academy for students in grades 3-5 Early Childhood Saturday Academy K-2 Title III afterschool [program to support ESL students	Small group Depending on students' needs this can be small group and one on one. Whole and small group Small group Depending on students' needs this can be small group and one on one. Small group Whole group and small group Whole group and small group Whole group and small group	During school day During school day " " " " " " Before school day On Saturdays On Saturdays Wednesdays for 2 hours
Mathematics	Based on the following standard and non-standard data: State Math Test,	Math Reflex program with an emphasis on basic math skills for students in need in	Targeted groups of 3 rd graders from two classes	During the school day On Saturdays During school day

	Go Math pre, mid, and end of year assessments, Go Math unit tests, on the go assessments and observations, IEPs, authentic student work portfolios and notebooks	grade 3 (based on grant writing) Saturday Test Prep Academy for students in grades 3-5 SETSS for students with IEPs	Whole group and small group One on One and small group	
Science	Science is integrated within the literacy block in addition to the fact that students in grades 3-5 have a separate science period. Student notebooks serve as portfolios, performance tasks in science and within classrooms are also used.	Inquiry Investigative Method and Content units of study are integrated in our reading and writing curriculum maps as well as project based and hands on inquiry learning.	Whole and small group	During school day
Social Studies	Social studies is integrated within the literacy block in addition to the fact that students in grades K-5 have a separate social studies period. Student notebooks serve as portfolios, performance tasks in social studies and within classrooms are also used.	Inquiry Investigative Method and social studies Content units of study are integrated in our reading and writing curriculum maps as well as project based and hands on inquiry learning.	Whole and small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher's College Reading and Writing Assessment Program; MOSL; screenings	Increase vocabulary through labeling, categorizing, reading, pictures, etc. Improve articulation through PROMPT and oral-motor strategies Improve phonemic awareness skills by having students	2x30 1:1 speech language therapy sessions	During school day

		<p>identify letter/sounds; phonics</p> <p>Improve reading fluency, comprehension, through repeated readings</p> <p>Improve writing, grammar</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We have developed an HR committee to interview and observe new prospective teaching candidates as they teach a model lesson in a classroom prior to hiring. • In House Staff teachers College staff developers provide ongoing PD to all teachers 3-5 and K-2 in reading and writing units of study, analyzing student data and work samples, planning, demonstrating in lab sites, curriculum mapping, etc. • All teachers are sent to Teachers College for Professional Development and have a voice in workshops that meet their needs. • New Teacher Mentors • We have built capacity with our staff and share best practices across grades and disciplines. Staff turn-keys information and provides professional development and parent workshops in areas of expertise. • In-house Go Math staff developer to support our work with this new program. • E-Chalk Professional development. • Danielson morning meetings once a month to unpack the competencies and Danielson rubric for deeper understanding • Grade Inquiry sessions are all aligned to Danielson • 99% of our staff has Masters Degrees. • Every Monday is devoted to Professional Development after school. This year based on our observations, teacher need and interest we are working diligently to provide teachers with differentiated PD. • Para Professionals -We have taken a vested interest in the professional growth of these staff members. We want them to be as skilled as they possibly can be so that they can instructionally support the classroom practice. They have participated in the following training: Behavior management techniques <ul style="list-style-type: none"> • Rick Lavoy-FAT City Workshop-Looking through the lens of a disabled child • Small Group Guided Reading Instruction • Full study of developmental disorders • Reading and understanding their part in IEP goals • SESIS • RTI • Paras work directly with children all have been trained and certified in CPR and the use of the Difivulator for Code blue Emergencies.

- Many have trained to use the EPI Pen in case of a medical emergency.
- Great Leaps Training
- Make and take practical activities to enhance Great Leaps.
- Professional Book study: One Child at a Time.

As outlined, as a community of practice, we are committed to continuing to grow ourselves professionally. Capacity Framework: 5B Supportive environment, 5c: Collaborative Teachers, 5D: Effective school Leadership. Our goal is and always has been to provide our children with a quality education that will prepare them to face the challenges they will encounter as they move along the teaching and learning continuum. Paraprofessionals will continue to receive professional development to deepen their understanding and methodologies used when working with and supporting children with special needs.

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).

Staff Professional Development: As outlined, as a community of practice we are committed to continuing to grow ourselves professionally. (Capacity Framework: 5A: 5B Supportive environment, 5c: Collaborative Teachers, 5D: Effective school Leadership)

All professional development and faculty conferences are aligned to the CCSSs and Framework for Great Schools.

- Teachers watch and analyze Common Core aligned videos on Engage NY and reflect on the Danielson competencies and their practice.
- Administration provides on going feedback to staff and enters observations and artifacts into Advance.
- Training on pacing calendar: coverage of Content Standards for NY State Math Tests Grades 3-5
- Items skills analysis for differentiating instruction.
- PD on Language Progressions for Ells. (Mildred Cordova from the Network)
- Inquiry sessions to look at hard and soft math data and analyze item skills analysis to plan for individual and small group instruction.
- Grade level meetings used for looking at student work, discussing student progress and creating next steps.
- Expand teacher knowledge of math content through exploration based activities
- Continue to work on using assessments to create flexible grouping that best meets the needs of students
- Continue to work on the use of cooperative learning groups during the workshop model
- Looking at student work /Benchmark, Baseline, Predictive/data to inform and drive instruction
- Understanding the use of Math Rubrics and Process of student responses
- Academic Rigor in a Thinking Curriculum
- Strategies that integrate literature into the math curriculum
- Use of technology and SMART BOARDS to enhance lesson planning
- Weekly Inquiry Grade Team meetings continually revisit data in order to diagnose areas of weakness across a grade.
- Teachers will attend and continue to provide RTI professional development and strategy turnkey workshops to the rest of the staff to build capacity.
- Building capacity and supporting teachers by providing Professional Development with the support of a Go Math Staff Developer.
- Go Math alignment to CCSS workshop. Teachers use Go Math strategies to revise math curriculum maps with an emphasis on the major math focus of their grade.
- Teachers will integrate daily word problem activities that are aligned to the expectation of the CCSS and foster independent higher order thinking skills and the use of a variety of math strategies with multiple entry points.
- Word problems will focus on the use of multiple math strands/skills to problem solve with a strong focus on process and constructed responses to problem solving.
- Teachers will compile their word problems to create a Math Word Problem Resource Binder as a reference for all staff who may need access to a variety of word problems on different levels.

- NAEP task complexities will be used to measure math task complexities: low complexity, moderate complexity, high complexity.
- Administration and analyzing the ELA and Math Performance Tasks to drive instruction and RTI.
- Multiple entry points for diverse learners emphasizing Gardner's Multiple Intelligences and a variety of strategies is considered and integrated into performance tasks.
- Related service personnel will turn-key and articulate with classroom teachers, specific strategies in their area of expertise so that teachers can continue to use them with diverse learners.
- Integration of technology into performance tasks and teachers share of best practices integrating technology: laptops, smart boards, multi-media websites, etc.
- Teachers will work together as a grade. Performance tasks will be aligned to Common Core Standards and content area units and emphasize informational text, writing, higher order thinking skills and high level inquiry work that is project based.
- Teacher planning sessions and inquiry sessions to ensure math performance tasks will be rich in math content vocabulary and emphasize higher order thinking skills to problem solve real world situations.
- Students will reflect on and explain their thought processes and show their work in both writing and orally.
- Our ESL teacher will continue to share strategies and methods for juicy sophisticated language and common core language will be used to lift the rigor of performance tasks.
- Teachers will collaborate to research and use variety of resources to design and create performance tasks: Common core standards, performance bundles, Math resources provided by district math liaison, Units of study in reading/writing, social studies curriculum, Non-fiction tool kit, websites.
- Teachers will collaborate to create uniform rubrics on a grade to measure student performance on the ELA, Math, and Content Area Performance tasks.
- NAEP task complexities will be used to measure math task complexities: low complexity, moderate complexity, high complexity.
- Additionally, Select teachers will attend specific content area Core Standard workshops (Math, ESL, etc.) and turn-key information for the rest of the staff.
- We will continue to build capacity and utilize related service teachers to turn-key specific strategies and techniques used in their area of expertise to support students in their classroom settings.
- Continue articulation and sharing of best practices to set new goals and continue to grow ourselves and refine our practice.
- We are consistently going into search engines for informational materials that we can use to enhance our curriculum and broaden the lives of our children.
- Much of the work we will be doing will be around text complexity and the use of unpacking strategies to continue to introduce complex text to our students.
- Curriculum Mapping-Across the grades there is a common planning thread that is visible and evident throughout the building. We have used the Understanding by Design model to compose our maps.
- There is instructional coherence. Both children and staff and parents as well) have a common language that has grown over the years.
- Bloom's Taxonomy/Depth of Knowledge continues to be embedded into instructional language, continuing to meet the needs of the variety of learners in the classroom. Tasks are created to scaffold higher order thinking from "remembering (level 1) to creating (level 6).
- We have on-going differentiated professional development that is aligned to specific grades and teacher needs. We have worked closely with Teacher's College Reading and Writing Project for the past 6 years, currently we continue our work with TC, but we also have the District Deputy Director of Instruction working with Grades 3-5 to lift the level of reading work.
- Through our work with TC we have refined our assessment lens to specifically target student needs in reading and writing and gear strategies that are specifically aligned to their needs that consistently keep children intellectually engaged.
- The school has taken huge strides in the use of technology to enhance classroom practice and engagement. There are Smart Boards in every classroom and they are infused within instruction. This tool is used as one of the many methods of presentation and differentiation. Moreover, technology is used as a

teacher resource tool for communication, access and organization of data, in addition to peer to peer professional development.

- Language Progression Professional development will be provided to all staff by Mildred Cordova (ESL Specialist) from our Network. Knowledge about Language progressions and how ELLs learn best will be integrated by staff into curriculum maps as Ells are targeted this year and it is a best practice.
- Vertical conversations and planning sessions to grow pedagogy and share best practices.
- We have built capacity whereby teachers support one another, design workshops to share best practices, and have developed model classrooms for others to visit and observe during inter-visitations.

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.).

- We have Pre-kindergarten orientation days where the parents come in with their children by appointment for small blocks of time so that the children can meet the teacher, see their school and classroom, and begin to get acclimated.
- In the summer before students attend we send home an inviting and informational welcome package to families providing them with strategies to support their child's transition to Pre-kindergarten.
- Parents are invited to a series of parent workshops
- Family social worker works with classroom teacher to support students and families.
- All families are invited in once a month to engage in Parents as Learning Partner days.
- Social worker works to inform parents on early intervention services as needed.
- Parents are invited to attend all celebrations, workshops, parent teacher conferences, etc.
- This year we hope to have a couple of hands on mommy and me sessions: Puppetry, creative movement, and music and rhythm.
- Teachers have adopted the work sampling system and provide feedback to parents as well as share student portfolios with them.

- At the beginning of the school year we invite pre-K parents to a kindergarten orientation providing them with a snapshot of the school day, materials, and expectations. Moreover we discuss their role in supporting their child.

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.

- We have a MOSL Team comprised of administration and staff. Several members attended summer professional development in MOSL local and state measures and turn-keyed this information to staff.
- Staff was invited to attend other Danielson and MOSL meetings offered by the region and UFT.
- All staff participates in professional development in Danielson (6 or more hours per month). They have also participated in MOSL training and watched an Engage NY video on Teacher Evaluation process and how testing data is used for MOSL to determine State measures of student growth.
- All staff contributed to our MOSL local and State measures selection process. They chose State Tests as a State measure for all grades and TCRWP as a local measure.
- All staff is invited to attend and share their thinking and concerns at morning Instructional Team Meetings where all academic and data related decisions are discussed.
- As a SWP school, all decisions are brought to vote by the UFT Representative.
- We also have a professional development committee which discusses and gathers ideas around PD teachers want/need, are interested in, and would like to present.

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	146,688.00	X	p. 41
Title II, Part A	Federal	73,388.00	X	p.13, 38, through out CEP
Title III, Part A	Federal	11,200.00	X	p. 39
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	1,988,483.00	X	All Pages
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¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 38**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 38 will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

PS 38 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The George Cromwell School</u>	DBN: <u>31R038</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>55</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

There are 55 ENL students who are invited to participate in Title III program at P.S. 38. Our ELL population is in grades K-5. Our ELL population is very diverse, with 10 different languages spoken in their homes (Albanian, Arabic, Chinese, Mandarin/Cantonese, Polish, Russian, Slovak, Spanish, Urdu and Ukranian). The students are serviced in a Free Standing ENL program where the main language of instruction is English. ELL's are serviced in groups by grade level and English language proficiency level as indicated by their NYSITELL and NYSESLAT test scores. In compliance with the mandated time frame, Entering and Emerging ENL students are served 360 minutes per week. Transitional ENL students are served 360 minutes per week and Expanding ENL students are served 180 minutes per week. Our Free Standing ENL model is Integrated and Standalone, single and double blocks of daily instruction, depending on the group the child is in. In Integrated settings, the ENL teacher pushes in and co-teaches. Organizationally, ELL's are not placed in CTT classes, they are heterogeneously grouped. Within the classrooms, the students are grouped for differentiated, small group and one on one instruction. This also maximizes ENL language support within the classroom. The ENL program is offered for the duration of an entire academic year.

After analyzing data from the NYSITELL and the NYSESLAT tests and the Annual Measurable Achievement Objectives (AMAO) Tool Estimator With Early Warning Indicators, it was noted that out of 32 ELL's tested, 28 students made progress in English Language Acquisition at 87.50% and exceeded the targeted 66.4% for this year by 21.10% in AMAO Target #1. In AMAO Target #2, 7 students attained proficiency on the NYSESLAT with 21.88%, exceeding the targeted 14.30% with a difference of 7.58%. This year, our numbers of newly admitted ELL's have increased. Currently, out of 55 ELL's, our largest subgroups are the ELL's in lower grades K (15 students), 1 (13 students) and 2 (16 students), and 12 ELL's are in grades 3-5. Overall, we have 10 Entering, 9 Emerging and 7 Transitional ELL's and 29 Expanding ELL's. In addition, under the new CR-Part 154 mandates, we have 29 Commanding/Proficient students who require 90 minutes of ENL support per week.

Our goal with all our ELL's is to engulf them in a risk free environment that promotes student learning and social interaction, provide them with rigorous instruction and offer them the tools and resources that promote language acquisition in listening, speaking, reading, writing and thinking. Thus, our goals and objectives are to ensure that students attain English language proficiency while meeting Common Core Learning State Standards.

We enhance their background knowledge and schema by immersing them in multicultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. All academic support and enrichment opportunities we offer to our ELL's is data driven. It is highly differentiated and based on the needs of the students.

Title III program will begin Thursday, November 12, 2015 and end on March 31, 2016. Based on the NYSESLAT/ NYSITELL and ELA Data, it is noted that our grade 3-5 children need additional support in writing. For example, they need additional skills and strategies to be able to respond to literature, answer open ended questions, use specific writing structures and strategies (Boxes and Bullets, notetaking, paragraphs with several examples and supporting evidence), essay writing format and distinguishing the difference between various essays (literary, persuasive, argumentative).
The children in grades K-5 will be invited to attend an afterschool program, designed specifically for the ELL's that will meet once a week for two hours, every Thursday from 2:45pm - 4:45pm.

Part B: Direct Instruction Supplemental Program Information

The program design is as follows:

Grades K-2 will be learning scientific concepts through reading and writing that will be integrated in informational texts. They will be engaged in high interest, hands-on, inquiry-based scientific explorations and experiments. The emphasis is on helping children develop oral English language, build higher level of academic content specific vocabulary, learn how to unpack complex text, lift student understanding and engage in critical analysis and evaluation. Students will visit a local store and will culminate the program by having a multicultural celebration together with their families where they will share and celebrate their projects, presentations and writing.

Students in grades 3-5 will engage in reading and writing activities that will help them learn how to accumulate text, respond to text and engage in critical analysis of the story plot. In writing, they will be engaged in learning the 3 essay writing structures, specifically, literary essay, persuasive essay and argumentative essay. Students will be able to raise level of essay writing by working on structure, development and language conventions. The Informational TCRWP Continuum will be used to assess student writing and lift quality of writing. The culmination of the program will consist of a celebration of student work.

As mentioned above, 55 ELL's in grades Kindergarten through 5th grade are invited.

The first day of Title III program will be Thursday, November 12, 2015 and the last day will be Thursday, March 31, 2016.

A total of 16 sessions will be offered to our students.

There will be 2 groups - K-2 group and grades 3-5 group.

The Afterschool program will meet once a week for two hours, every Thursday from 2:45-4:45pm. This year, the Title III program will be scheduled in such a way that our certified ENL teacher will integrate and co-teach with the Content Area teachers (Science and ELA) and will collaboratively provide direct instruction to each group for one hour. The ELL's will be immersed in interdisciplinary, English Language Arts and content-based instruction that will integrate reading, writing, listening, speaking, thinking embedded in the multidisciplinary context of reading, writing, social studies, science, with elements of music, poetry and art.

Our ELL population is very diverse as noted on the number of languages spoken. Our Title III program will celebrate diversity and enrich the lives of our ELL's by bringing deep meaning to their cultural heritage, beliefs and values.

This Title III program will be provided by 3 highly trained teachers (Grade 2 Teacher and Grade 5 Teacher), who will work collaboratively with the ENL Teacher and co-teach. The teachers will be planning and teaching together, fostering more one-on-one and small group interaction and to ensure that all activities are scaffolded and differentiated to meet the needs of our ELL subgroup.

A variety of instructional materials will be employed in order to teach the English language in context and to support the English language acquisition, including:

-Book bins

-Informational texts

-Non-fiction libraries

-Bilingual dictionaries

-Picture dictionaries

-Graphic organizers

-Audiovisuals

-Realia and manipulatives

-Personal word banks

-Thematic word walls

-Rubrics

-Artifacts

-Science lab

-Science tools and materials

-

Technology:

Part B: Direct Instruction Supplemental Program Information

- Smart board
- Computer lab and lap tops
- Internet
- Educational web sites
- Video resources
- CD players
- Cameras

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

At P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ENL Teacher conduct interactive professional development sessions. All teachers will be provided an opportunity to engage in an ongoing, needs-based PD sessions.

In our school, all teachers are considered teachers of ELL's. We pride ourselves with providing a high quality, rigorous professional growth opportunities to all our teachers. All teachers are kept informed of professional development opportunities focusing on language development. Our teachers employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know; when themes are developed a great deal of time is taken to build background knowledge and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL's have access to, and the use of cooperative learning techniques, small group, one on one, use of visuals, audio/video, artifacts, smart board and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. We plan to share the New Directions for ELL's, new Blueprint for English Language Learners (ELLS) Success, the New Language Arts Progressions and the new data collection tool, the AMAO Tool Estimator With Early Warning Indicators and a new CR-Part 154 Policy and Reference Guide in a series of Professional Development sessions. Our teachers will become familiar with the assessments for ELL's such as the NYSITELL and the NYSESLAT in order to better understand the demands of these tests and which skills and strategies our students need to be taught in order to meet these demands. In addition, all teachers will participate in the ENL training on best practices that emphasize differentiated instruction and careful planning to meet the needs of all our ELL's and to build the capacity of all our teachers so that they can deliver high quality instruction. These workshops are available through a variety of forums, such as Teacher's College, District based and Schools Based PD. Our ENL teacher, Mrs. Dukhovny who attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our District Deputy Director of English Language learners is Mr. Enrico M. Domingo and our ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Professional Development workshops will be offered on Monday PD days 2:45-4:00p.m. They will be conducted by our ENL teacher/Program coordinator, Mrs. Dukhovny, the District ELL Support Specialists and staff. Teachers will be attending and turn keying ENL PD information and the administration. The PD's will be offered to all our staff, inclusive of classroom and support personnel, paraprofessionals and service providers. Tentative dates and titles are as follows:

Part C: Professional Development

- *[September 14, 2015 - Assessments: New Running Records and Reading Progress continuum](#)
- *[September 21 - Behavior Management / RTI](#)
- *[September 28 - Creating a Sensory Smart Classroom Environment / Vertical Conversations driven by data](#)
- *[October 5, 2015 - K-2 Guided Reading /Transference / Word Study](#)
- *[October 19 - Introducing the new Blueprint for ELL's Success and the New Language Progressions](#)
- *[October 26 - Planning Writing Tasks for ELL's with Data in Mind](#)
- *[November 3, 2015 -Oral Language Development integrated content area](#)
- *[November 16 -Small Group Work in Writing](#)
- *[November 23-Planning](#)
- *[December 14, 2015 - Looking at Data: The AMAO Tool Estimator with Early Warning Indicators](#)
- *[January 4, 2016 - ELL Assessments: NYSITELL and NYSESLAT](#)
- *[February 1 - Instructional Strategies for ELL's with Special Needs](#)
- *[March 7, 21, 2016- Preparing for the NYSESLAT, Test in Review-All Grade Band / Testing Strategies for the ELA exam](#)
- *[April 11, 2016 - Testing Strategies for the Math exam](#)
- *[May 9, 16, 2016 -Overview NYSESLAT Rubrics for Scoring](#)
- *[June 6, 2015 - A Year in Review](#)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

We are proud to say that at P.S. 38, we pay particular attention to all of our parents, and especially the parents of our growing ELL population, as we believe, "it takes a village to raise a child". Our parents know that in our school we promote and practice mutual support, cooperation and collaboration between administration, teachers and parents. All staff members make it a priority to create a safe, welcoming environment and address all the questions and concerns that might arise during the school year. In collaboration with our ENL teacher, meetings and workshops are being held throughout the school year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the school year upon their registration. Also, a series of workshops are offered to the parents so that they can learn more about the ESL program, Title III and other programs offered in our school for ELL students , as well as State standards, assessments and expectations. Parents are invited to attend an Annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in their native language and in English. Parents participate in all parent workshops offered at our school. They are invited to our monthly Parent As Learning Partner Days to observe and engage in a learning experience with their child. These monthly sessions are focused and give our Parents an opportunity to better understand our curriculum, our practices and how standards are integrated in everything we do. Our ESL Teacher, Mrs. Dukhovny and our Parent Coordinator, Mrs. Chow, as well as administration are always available to discuss the activities that are specifically targeted to our ENL Constituency.

Prior to the commencement of the program parents are invited to a TITLE III orientation. At the orientation, they are introduced to the staff that provides services, overview program goals, specific areas to be targeted, why specific areas are targeted, how they will be addressed and how they enhance

Part D: Parental Engagement Activities

student learning and achievement. The parents will receive a schedule of when the program begins and ends, and they will also get an overview of materials that will be used. In addition, it must be noted that all our parents are invited to participate in collaborative parent-child activities, including a final assembly and student work celebration that culminates the program.

All Parent engagement activities we plan are highly meaningful, comprehensive and aimed to address the needs of all of our parents and especially the parents of ELL's. We make sure to offer our parents all the materials, resources and tools they need to help their children at home. We also provide interpretation services and provide written materials in parents' home language using the Interpretation and Translation services, the automated calling system and the teachers who speak the languages. In addition, parents are encouraged to become members of the PTA, School Leadership Team, and are invited to participate in Family Nights, Parent as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. Parents are notified at our PTA Meetings, SLT team meetings and via flyers, letters, instant messenger and our school website.

At P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ENL Teacher conduct interactive professional development sessions inclusive of all teachers and staff.

In our school, all teachers are considered teachers of ELL's. We pride ourselves with providing a high quality, rigorous professional growth opportunities to all our teachers. All teachers are kept informed of professional development opportunities focusing on language development. Our teachers employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know; when themes are developed a great deal of time is taken to build background knowledge and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL's have access to, and the use of cooperative learning techniques, small group, one on one, use of visuals, audio/video, artifacts, smart board and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. We plan to share the New Directions for ELL's, new Blueprint for English Language Learners (ELLS) Success, the New Language Arts Progressions and the new data collection tool, the AMAO Tool Estimator With Early Warning Indicators in a series of Professional Development sessions. Our teachers will become familiar with the assessments for ELL's such as the NYSITELL and the NYSESLAT in order to better understand the demands of these tests and which skills and strategies our students need to be taught in order to meet these demands. In addition, all teachers will participate in the ESL training on best practices that emphasize differentiated instruction and careful planning to meet the needs of all our ELL's and to build the capacity of all our teachers so that they can deliver high quality instruction. These workshops are available through a variety of forums, such as Teacher's College, District based and Schools Based PD. Our ENL teacher, Mrs. Dukhovny who attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our Network ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Parent Engagement activities and Professional Development workshops will be offered on Tuesdays, 2:45pm-4:00pm, our Parent days, as well as on Thursdays and other days throughout the school year. Some of the Parent engagement activities will be offered after school and on weekends by the District professionals and parent outreach organizations affiliated with the DOE. They will be conducted by our ENL teacher/Program coordinator, Mrs. Dukhovny, the District ELL Specialists, teachers who will be attending and turn keying ENL PD information and the administration as well as our Parent Coordinator, Mrs. Chow and her colleagues from central. All parents of ELL's will be invited to participate.

The tentative dates and topics are as follows:

*September 23, 2015- Parent Orientation for New Admits

*October 6, 2015 - Early Reading Strategies Workshop for parents of children in Grades K and 1

*October 22 - Parents as Learning Partners. Focus - Reading Workshop

Part D: Parental Engagement Activities

-
- *November 10, 17, 24, 2015 - Parent workshop: ELA and Math State Tests Review in the Light of CCLS's
- *November 20, 2015 - Parents as Learning Partners. Focus - Math
- *December 8, 2015 - Title III Parent Meeting
- *December 15, 2015 - Parent-Child workshop "Book Making"
- *December 23, 2015 - Parents as Learning Partners. Focus - Use of Technology in the Classroom
- *January 14, 2016 - Parents as Learning Partners. Focus - Writing
- *February 25, 2016 - Parents as Learning Partners. Science
- *March 17, 2016 - Parents as Learning Partners. Focus - Social Studies
- *March 26, 2016 - NYSESLAT Parent Workshop
- *May 26, 2016 - Parents as Learning Partners. Focus - OPEN
- June 14, 2016 - Year in Review

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 038
School Name The George Cromwell 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 Nancy Murillo	Assistant Principal Teuta Ulaj
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Emma Dukhovny	School Counselor Stacy Madaio
Teacher/Subject Area Nancy Kearns	Parent Nicole Ryan
Teacher/Subject Area	Parent Coordinator Mercedes Chow
Related-Service Provider Judith Anastasio	Borough Field Support Center Staff Member type here
Superintendent Anthony Lodico	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <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	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	374	Total number of ELLs	55	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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	55	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	49	0	1	6	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														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	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	6	6	4	1	3	0								0
Chinese	1	2	2	1	1	0								0
Russian	6	2	6	1	2	2								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	1	1	1	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	2	1	0	0	0								0
Albanian	0	0	1	0	0	0								0
Other	0	0	1	0	0	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	8	3	4	5	4	4								0

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

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

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

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

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

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

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

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

The following Assessment tools are used school wide:

- NYSITELL
- NYSESLAT
- Spanish LAB-R
- TCRWP - Spelling Assessments / Running Records
- TCRWP Genre Based Assessments Grades 2-5
- Narrative Writing Continuum
- Beginning, Middle and End of Chapter/Unit Assessments In Go Math

Based on the NYSITELL and NYSESLAT Data, it is noted that we currently have 83 ELL's in our Freestanding ENL program. There are 15 ELL's in Kindergarten, including 8 Proficient ELL's. There are 13 ELL's in grade 1, including 3 Commanding ELL's. There are 16 ELL's in grade 2, including 4 Commanding ELL's. There are 3 ELL's in grade 3, including 5 Commanding ELL's. There are 6 ELL's in grade 4, including 4 Commanding ELL's and there are 2 ELL's in grade 5, including 4 Commanding ELL's. By looking at the proficiency level breakdown, 10 ELL's are at the Entering level, 9 are at the Emerging level, 7 are at the Transitioning level, 29 are at the Expanding level and 28 are Commanding. Therefore, we have 55 current ELL's and 28 Commanding-Proficient ELL's, 20 of which are former ELL's in grades 3, 4 and 5. This data shows that we have a very large group of ELL's who made tremendous gains and moved to the Expanding level (29 ELL's). Our goal for this group is to continue providing them with a rigorous academic support and a strong curriculum that is highly differentiated to meet their needs and to obtain proficiency.

The Data from last year's ELA shows that 4 students in Grade 3 were tested and their results are as follows:

3 students are at level 1, 1 student is at level 2, none are at level 3 and none are at level 4. One student was exempt from the ELA test as a newcomer but he was tested in math.

Out of the 2 students tested in grade 4, 1 is at level 1 and 1 student is at level 2 and none are at level 3 or 4 in ELA.

The Data from last year's Math shows that out of 5 Third graders tested, 2 students are at level 1, 1 is at level 2, 1 is at level 3 and 1 is at level 4. Our 2 Fourth graders show the following results: 1 is at level 1 and 1 is at level 3.

The Fourth grade science test data shows that out of 2 students tested, both are at level 3. This data shows that our ELL's performed well on the ELA and Math tests and most of them obtained proficiency. Our goal for this group of upper graders is to continue providing them with a rigorous instruction catered to meet their needs with a strong emphasis on academic content language and a strong differentiated instruction in reading, writing and math. Even though, our ELL's show growth on the standardized tests, we have very high expectations for them and will strive to improve their performance so that they obtain 3 's and 4's on the tests. This will be done by providing this group of ELL's with additional supports, targeted interventions and strategy-driven instruction in ELA and Math before, during and after school.

According to the Grade 4 science tests results, our ELL's performed very well on the science test. Our goal for this group is to continue supporting them as they develop their English language skills and provide them with a strong content specific academic language. Our ENL teacher will work collaboratively in the integrated model with the teachers delivering science content and plan/differentiate/scaffold lessons and activities to offer our students additional tools and resources as well as the targeted small group support to better meet the needs of our ELL's. Our goal is to grow our ELL's and to improve their performance across the content areas and grade levels.

Here are our findings as we reviewed the data and looked at patterns and similarities across grades and proficiency levels: The Data from the TCWRP assessments show that our grade K-2 children, students new to the system and students with disabilities show needs in development of the oral language and early literacy skills. With this said, we are setting a standard of expectations in regard to language acquisition and development. Specifically, we want our children to be able to speak in complete thoughts and use a rich, more complex vocabulary, inclusive of the content academic vocabulary, to express their thinking, ideas and points of view not only orally but also in writing and across content areas. Therefore, this year, we are setting goals for the children that are inclusive of these needs.

NYSESLAT and ELA Data shows that ELL's in grades 3-5 need additional support in writing. For example, they need additional skills and strategies to be able to respond to literature, answer open ended questions, use specific writing structures and strategies (Boxes and Bullets, notetaking, paragraphs with several examples and supporting evidence), essay writing format and distinguishing the difference between various essays (literary, persuasive, argumentative).

All English Language Learners will be immersed in deep and rigorous academic instruction with a strong emphasis in higher order thinking skills. They will also be immersed in writing across content areas, and in addition to the ENL services, they will receive small group instruction within the context of their classrooms. They will participate in our rich Title III program. It will run once a week for 2 hours. Specifically, ELL's in Kindergarten through 2nd grade will be learning scientific concepts through reading and writing that will be integrated in informational texts. They will be engaged in high interest, inquiry-based learning activities and hands-on lessons. The emphasis will be on helping children develop oral English language, build higher level of academic content specific vocabulary, learn how to unpack complex text, lift student understanding and engage in critical analysis and evaluation. Students will culminate the program by having a multicultural celebration together with their families where they will share and celebrate their projects, presentations and writing.

Students in grades 3-5 will engage in reading and writing activities that will help them learn how to accumulate text, respond to text in critical analysis of the story plot. In writing, they will be engaged in learning the 3 essay writing structures, specifically, literary essay, persuasive essay and argumentative essay. Students will be able to raise level of essay writing by working on structure, development and language conventions. The informational TCWRP Non Fiction/ Informational Continuum will be used to assess student writing and lift quality of writing. The culmination of the program will consist of a celebration of student work.

In addition, our ELL's are invited to attend a wide array of instructional support groups which focus on reading, writing, math, and the arts. While some programs serve as remediation and offer extra practice, other programs enrich students' lives and broaden their horizons, offering all children opportunities to learn how to express themselves through dance, percussion, song writing and theater.

The AIS support service is available for our ELL's to receive assistance in small reading and math groups that are fluid and serviced within the classroom. Also, targeted children, inclusive of the Commanding ELL's who attained proficiency are grouped according to their needs and serviced during the Integrated ENL instruction in order to build English language skills through content area instruction in ELA, math, science and social studies in a co-teaching model.

In addition, our Kindergarten and 1st grade ELL's are invited to attend the Early Morning Academy which is offered 3 times a week for an hour and provides children with the opportunity to develop their early reading/writing/thinking/conversational skills. They are also invited to participate in the Saturday Early Childhood Academy. This program is offered to all students inclusive of ELL's every Saturday for 3 hours and focuses on the reading, writing and math skills they will need to develop to successfully broach the ELA and

Math exams. Moreover, children in upper grades are offered a new enrichment, computer-based, interactive program IReady which allows them to practice their math skills, monitor their progress and make improvements each time they complete an assignment. All children inclusive of current and Commanding ELL's are invited to participate in the following programs throughout the day, before, after school and on Saturdays:

Early Morning Academy for grades K-1 with focus on building early literacy skills

IReady - an afterschool Math program for targeted Gr. 5 students that is also offered to other grades for remediation and enrichment

Math Reflex - targeted remedial program using technology

Saturday Test Prep Academy for grades 3-5

Saturday Early Childhood Academy for grades K-2

Boot Camps - strategy - based, on-going based on need

Afterschool CASA Grant - Dance and Theater program

The Arts Continuum Grant program for grades 4 and 5 - Song writing and Percussions

Title III Program from Grades K-2 and 3-5 - an afterschool program

Our Data Inquiry Team examines the NYSESLAT data carefully and all teaching and learning decisions are closely aligned to how students move along the continuum. We use the data to group children during reading, math, science and social studies, to target strategy driven groups, and to form groups for our extended day programs. If we noted that a child or a group of children are not making gains, we immediately contact the parent of the child and discuss our concerns and collaboratively develop an action plan. If there continues to be no progress, the parents are contacted again and once all intervention measures are assessed and discussed with the parent, we make further recommendations for additional testing so that the child's needs can be met. If the parent refuses, we continue to support the student to the best of our ability. Our data drives instruction. It drives flexible grouping in all content areas. Student's individual needs are addressed and carefully monitored. Small group work is differentiated and a variety of skills and strategies are used to meet the needs of all of our ELL students.

As indicated on the ELA and Math Standardized exams, our ELL students are making steady gains.

Last year's Progress Report demonstrates that we earned extra points in ELA and Math because testing ELL's fell within the 75th growth percentile. This is a testament to our rigorous instructional and ENL program.

It is important to note that though our students are provided with tests in their native language and are allowed to test in their native language, the majority of them choose to test in English.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL and NYSESLAT test results indicate that out of 83 ELL's, 10 students are at the Entering level, 9 are at the Emerging level, 7 are at the Transitioning level, 29 are at the Expanding level and 28 are at the Commanding-Proficient level. The 10 students who tested at the Entering level are the newcomers who are brand new admits to the NYC public school system and who came in later in the school year. They were immediately assessed, NYSITELL'd, placed appropriately according to their language proficiency levels and the parent program selection choices. These students immediately began receiving a rigorous ELL support in English and across the content areas. Even though, the 4th grader was exempt from taking the NY State ELA test, he took the NY State Math test and scored a level 4. This demonstrates that the ELL students are steadily making gains and growing linguistically and academically. Once again, this is a testament to our rigorous curriculum and our rigorous ENL program. The analysis of the NYSITELL test results show that the Expanding new admits were able to demonstrate literacy exposure. However, according to the TCRWP they need to learn letters and sounds, need to know both capital and lower case letters and need to develop a word bank of high frequency words. Running Records indicate that they lack early reading strategies, have little or no comprehension nor rich conversational skills. Our children who do speak some English demonstrate a knowledge of a social language that is basic and fundamental to surviving in their community. They also show difficulties answering literal and inferential questions. The students who fall within the Emergent, Transitional and Expanding category demonstrate some exposure to books, reading and writing. In addition, their expressive and receptive skills are more developed. Entering ELL's in Grades 3-5 demonstrate that they had prior schooling in their native country, therefore, they possess the skills, content knowledge and background knowledge that facilitates them to participate and learn the language as they work alongside their English speaking counterparts. These children are supported both, in the stand-alone and integrated model within the context of their classrooms. Students are supported in the following ways: instruction is scaffolded and differentiated to meet their needs, the content is presented in a comprehensible yet thought-provoking manner, the texts are being unpacked, and a high quality-high interest authentic literature is used to teach English within the content areas. In addition, complex texts and texts with sophisticated vocabulary are carefully chosen in order to teach the academic language, build vocabulary, increase comprehension, (Tier II and III words, shades of meaning, figurative language and complex ideas). Besides scaffolding, instruction is highly differentiated. Our ELL's benefit from the use of graphic organizers, thematic word walls, note taking techniques, bilingual dictionaries, personal word banks in all content areas, and, when necessary, the ENL teacher assists the children in their own

language. Our staff/teachers speak Spanish, Russian, Ukranian, Albanian, Slovak, Polish, Arabic and Turkish, and when needed and to our best ability, children are supported in both, English and their native language. Our observations show that when it comes to test taking, majority of our ELL's choose to take the test in English only. This clearly shows that by the time they approach upper grades, they become more English dominant and possess stronger language skills. The classroom teachers employ ENL methodologies in the classroom, children work in small cooperative groups as well as one-on-one during conferencing. This way, students are supported according to their needs.

Our Entering and Emerging ELL's need to build a strong body of knowledge as they become more proficient in the English language. We continue supporting this group with a stand-alone and an integrated model of instruction and make sure that every child receives the mandated time and delivery model with the mandated number of units in ENL, ELA, and content areas (math, social studies and science) as outlined in the new CR Part 154 as follows: 360 minutes for Entering and Emerging ELL's, 180 minutes for Transitioning and Expanding ELL's as well as the 90 minutes of language support per week for an additional 2 years for our former, Commanding students. Students are serviced by a certified ENL teacher in collaboration with classroom teachers and content area teachers. We will continue to grow and strengthen their rigorous academic program and will continue to develop their academic language in reading, writing and math with the expectation that more and more students will obtain proficiency. Our focus for grades K-2 will be expressive and receptive language development and in grades 3-5 reading complex text and writing that is structured will be the focus. In addition, instructionally, ELL students will work in small, flexible groups, engage in work that is carefully demonstrated with one-on-one conferencing; differentiated instruction; and the use of ENL materials such as visuals, and artifacts to lift understanding and deepen skills.

The NYSITELL we have observed that many of the students are able to answer factual questions, identify letters and have the vocabulary that enables them to point and identify items on a page. We have noticed that the number of students at the Entering level have decreased and the number of Emerging/Transitioning students have increased. In fact, the numbers of Expanding ELL's have increased significantly in the past several years, and many students skipped a proficiency level and moved from Entering to Expanding. This is a testament to our rigorous Freestanding ENL Program and our instructional program, which ensure that the needs of all students, inclusive of our ELL students, are met.

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

After analyzing data from NYSESLAT test and the Annual Measurable Achievement Objectives (AMAO) Tool Estimator Warning indicators, it was noted that all our students made progress in English Language Acquisition at 87.50% and exceeded the targeted 66.4% for this year by 21.10% in Target #1. In AMAO Target #2, 7 students attained proficiency on the NYSESLAT with 21.88%, exceeding the targeted 14.30% with a difference of 7.58%.

This year, our numbers of newly admitted ELL's have increased. Currently, out of 55 ELL's, our largest subgroup are the ELL's in lower grades K, 1 and 2 (44 students) and 11 students in grades 3-5. Overall, we have 10 Entering, 9 Emerging, 7 Transitioning and 29 Expanding ELL's, as well as 28 Commanding ELL's.

Our goal with all our ELL's is to engulf them in a risk free environment that promotes student learning and social interaction, provide them with rigorous instruction in a stand-alone and integrated ENL model of instruction and offer them tools and resources that promote language acquisition in listening, speaking, reading, writing and thinking. This will help them develop English Language skills so they can succeed in core content courses and build English Language skills through content area instruction, e.g. ELA, math, science and social studies. Thus, our goals and objective are to ensure that students attain English language proficiency and receive all the support they need even after they pass the test so we address their needs, continue to grow them as learners, help them increase their academic language skills and reach higher levels of academic achievement while meeting Common Core Learning Standards.

4. 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?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

In our school, TCRWP is used to assess our ELL's. The data is carefully analyzed by the Grade Inquiry teams. Patterns and trends are examined carefully and the data is used to target students not meeting the benchmarks. We provide rigorous core academics and focus on academic language development and literacy. A trend we have noted is that our ELL students fluctuate between the basic development of language to the more abstract development of language. The area that challenges them the most is the high level thinking that is connected to academic language. During the 2015 NYSESLAT scoring this past Spring, we noted that our ELL's performed better in the speaking and listening sections but not as well in reading and writing, and for that reason our Title III Program focuses on language development for grades K -2 and information writing in grades 3-5. As our Expanding ELL's are moving towards obtaining

proficiency, they are still learning the English language and have different needs. For example, they need to increase their academic vocabulary, develop deeper comprehension skills, learn how to think critically, evaluatively and argumentatively, how to make inferences, refine how they verbally express their thoughts, and write in a way that demonstrates the use of the conventions of the English language. Therefore, the instructional focus for these students is on teaching the strategies and skills that help them grow as readers and writers, as well as listeners, speakers and thinkers.

As mentioned above, the NYSITELL and the NYSESLAT test scores are analyzed to assess student performance. The information we generate from the Exam History Report on the ATS is used to identify and group students, plan curriculum and professional development for teachers and all staff members. In addition, we communicate our findings with classroom teachers, and service providers. The parents are viewed as our partners and we make sure to plan and offer our parent constituencies many meaningful, comprehensive, hands-on workshops and learning sessions throughout the year. All communication and materials are presented in parents' native language. This year we have selected assessments that are connected to the CCLS Benchmarks. As a school we use the Teacher's College Reading and Writing Project Assessment package. The information gathered is used to create targeted groups. Our groups are fluid, thus providing our ELL's an opportunity to continue to move up the continuum. This is our MOSL work. TCRWP's Running Records give us an added lens in regard to language acquisition. It has provided us with an opportunity to narrow in on behaviors that might be interfering with their learning to read, as well as the ability to read to learn. It has allowed us to see how their academic language is evolving and how they are using the skills and strategies taught to grow them as readers, writers and thinkers. The TCRWP data allows us to set short term goals that scaffold what they can do and to move them to the next level. Moreover, it has also served as a tool to measure their language acquisition as they begin to command the language better. We note the increase in reading levels, conversations are richer and there is improvement in their writing. The writing improvement is evident on the Narrative Assessment Tool which we administer 3 times a year. However, this year we are shifting to the use of informational writing tool to assess how students develop in informational writing, which is the focus of the Common Core Learning Standards.

The NYSITELL, the NYSESLAT and the standardized tests such as the ELA, Math and Grade 4 Science, as well as the Teacher's College Reading and Writing assessments are used to drive all instructional decisions. All our children have short and long term goals and expectations. We plan our curriculum, activities and lessons with the Common Core State Standards as our guide, and, in addition, we incorporate the needs of our learners and our community. CCSS's and data help us drive and guide instruction to meet the needs of all our students, inclusive of the students who tested out on the NYSESLAT but continue to need additional ENL support. These test results as well as the parental feedback and individual student progress reports help us evaluate the success of our ENL program. In addition, the data from these assessments help us make decisions about individual students, groups of students, instructional programs, professional development, budget, and more. Our school is learning a great deal about where we are as a school, where we need to be and what our next steps should be so we can set goals and expectations for improvement. Overall, our ENL program is effective as demonstrated in the data, and our overall goal for our ELL's is to continue to make gains above and beyond proficiency.

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](#).]
- In our school, the road to every child's success begins even before they enter their classrooms. It is very important to note that we all work in collaboration with each other and communicate/articulate constantly. Collaboratively and cooperatively, as a team, we are engaged in a decision making process to implement interventions, monitor progress, make data-based decisions that are multi-tiered. RTI is a school-wide movement, applied to all students to meet their needs. The team is comprised of multiple stakeholders. They are: teachers from every grade level, parents, ENL teacher, reading specialist, social worker, school leaders and the school based support team. Our special education teachers consult with classroom teachers regarding effective intervention methods, interpreting data, setting appropriate student goals, ensuring appropriate referral procedures and supporting targeted classroom instruction. In addition, school psychologist, social worker and speech language pathologist also have important roles in the decision-making process. They assist with comprehensive assessments, interpreting data, incorporate families into the process and share their expertise in language development. Our parents and families play a crucial role in this process. They provide insight about their child's previous schooling experiences, language experiences, their cultural values and norms as well as interactions with community members and experiences outside of school. Our parents assist in planning learning and behavioral goals that are appropriate for their children and will foster their academic achievement. We make sure that we provide targeted children with high quality instruction, tiered layers of instructional support and a variety of positive learning experiences so they can succeed in school.

We use the RTI problem solving model, best practices and current research. We gather as much information about our learners as possible so that their specific needs can be met and the right support can be provided to improve our ELL's academic outcomes. We make sure that every child in our care is offered sufficient time, variety of instructional support and interventions before referring them further. Once a student is identified as needing additional support the following RTI structures are implemented; Tier I is the core of instruction and is delivered to all students in the classroom. This includes evidence-based instruction that has been shown to be effective for ELL's and differentiation to meet students' diverse needs. This level of instruction is followed by Tier II, where in addition to the core instruction, targeted students receive extra support in areas of need in small groups or one on one. This type of

instruction is research-based and includes intervention strategies and best practices. The last Tier III is an intensive and individualized instruction that is offered to a small group of students or one-on-one outside of the classroom structure, it could be an additional period of AIS. In some cases if we note that a child is not making progress, we usually contact the parents so that additional testing can take place.

For each ELL student who scores below specified levels of performance on the NYSESLAT, we, as a team, determine the additional support services to provide the student. These support services are aligned to all the intervention plans for that child. We take in consideration all the information we gather. This information includes but not limited to:

- the number of years the child has been receiving ENL instruction
- English and Home Language literacy
- If a child is a SIFE (we don't currently have any children with interrupted formal education in grades 3-5), if there are needs of the socio-emotional nature and content area needs
- If a child is a long term ELL, what are his/her English and Home Language literacy needs
- NYSESLAT test results
- ENL teacher recommendation
- Classroom teacher and content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and in the home language (if possible)
- Bilingual educational evaluation (if the student has or is suspected of having a disability)

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

As mentioned, our ELL students' second language acquisition is monitored carefully. The data from the NYSESLAT and the proficiency levels help us appropriately identify students who tested out on the NYSESLAT, who is eligible to continue to be entitled to ELL services. This information helps us group students, provide them the required time, offer them the necessary model of instruction as well as all the additional support they need during English Native Language instruction and during content instruction. The groups are flexible and ENL Strategies and Methods are up front and centered. Instruction is scaffolded and differentiated. The ENL Teacher provides instruction in English with home language support, emphasizing English language acquisition.

Our ENL program employs stand-alone ENL instruction and the Integrated ENL instruction. Students develop English Language skills so that they can succeed in core content courses and build English language skills through content area instruction in ELA, Math, science and social studies. Our Entering ELL's receive 360 minutes of instruction per week (180 minutes of stand-alone instruction and 180 minutes of integrated ENL/ELA instruction). Our Emerging ELL's receive 360 minutes of instruction per week (90 minutes of stand-alone instruction, 180 minutes of integrated ENL/ELA instruction and 90 minutes of standalone or integrated ENL with ELA or any other content area). Our Transitioning ELL's receive 180 minutes of instruction per week (90 minutes of integrated ENL/ELA instruction and 90 minutes of standalone or integrated ENL with ELA or any other content area). Our Expanding ELL's receive 180 minutes of integrated ENL/ELA or other content area instruction. Children who tested out of the NYSESLAT are entitled to ENL support for up to 2 more years are our Commanding ELL's. They receive 90 minutes of integrated ENL/ELA or other content area instruction per week where students are supported within the context of the classroom setting to ensure that all curricular and instructional decisions are based on the child's second language development and meeting their needs. Teachers deliver instruction in a collaborative co-teaching model where content is presented by both teachers who are team-teaching and in the parallel model during the stand-alone instruction. All the instructional decisions are made in order to better address the needs of our ELL's.

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:

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

As mentioned previously, we use many evaluative tools and assessments to gather information and compile data that help us evaluate the effectiveness of our ENL program and, most importantly, the success of our English Language Learners. We look at children holistically and make observations about their development in academic, social, emotional and even physical areas. It's a team effort and together as a school community we make observations, collect quantitative and qualitative data, state tests, various assessments and anecdotal records. We also keep a very strong communication with families, parents and guardians. We evaluate students' class and home work for quantity and quality. The following data demonstrated the success of our ENL Program and our ELL Students:

AYP-we meet annual yearly progress

School Report Card

ELA / Math Standardized Data-We have earned extra credit for their progress on the School Progress Report

Science Exam grade 4-Met AYP

Baseline Exams and Periodic Assessments-fluctuate, but gives us valuable information that we use to drive instruction

TCRWP-Running Records-our ELL's are assessed quarterly and we monitor this data carefully and use it to strategically drive instruction.

TCRWP-Spelling Inventory- Use to see how they are learning to link letters to sounds, monitored carefully

NYSESLAT-this determines growth at the end of the year. Our data demonstrates that our ELL's do make progress.

Teacher Observations-Teacher's note and consistently articulate the growth of ELL students during inquiry time.

AMAO Tool - provides a summary of data and progress tracker for the school and targeted students/groups

Student and Parent Surveys and information learned from all communication with parents.

We share and evaluate the data and collaboratively dissect and evaluate our findings to collaboratively make instructional decisions about the strength and weaknesses, areas of improvement, next steps, short and long term goals, planning, monitoring, resources, best practices, techniques and strategies to improve our teaching and learning for all students.

One of the indicators of the success of our ENL program was the extra credit that we received on the school's report card. Our ELL's are obtaining proficiency on the NYSESLAT. Almost 50% of our former ELL's exited the program in the previous year. This is a significant indicator of success. Our teachers and staff report that our ELL's are much more engaged in the classroom and across content subjects (teacher's informal observations). The parents share that the children are more engaged at home with homework and projects and are more independent while completing school tasks. We observe that our students are much more active as learners and are more independent in completing class and home work/activities on their own and even when working in cooperative groups and providing assistance and support to other students, many of whom are their English-speaking counterparts. Socially and emotionally, children are more confident, verbal and expressive. They participate in all school activities and projects, presentations and assemblies with more enthusiasm and rigor and are able to showcase their talents and creativity. All of our ELL's are moving steadily along the continuum and show growth on the assessments. In addition, our ELL's display a better quality of work, deeper understanding of complex ideas and themes, increased vocabulary, complexity of ideas, and employ Tier II and III vocabulary and text complexity through writers craft and in discussions. The children are able to complete multistep tasks and engage in more complex cognitive processes and higher order thinking skills and their language skills are much more sophisticated

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.

Immediately upon arrival, all new admits go through the English Language Learner (ELL) Identification Process.

The determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL) takes place.

The NYSITELL is administered to all eligible students. If the child scores at or below proficiency level on the NYSITELL, the Spanish LAB is administered in addition to the NYSITELL to newly identified ELLs whose home language is Spanish.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). So far, we conducted the Identification process face to face. However, if the need arises and the parent/guardian is not present, an over-the-phone interpretation services will be used through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

If the child is enrolling as a new student to New York City and was never in a New York City or New York State public school, we complete the identification process described above. If the child is enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years), we get the exam history from the ATS to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students will continue in the ELL status (and proficiency level if

applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

- If a student enrolls at the end of the school year and there are less than 10 days of school enrollment, the Enter NYC Date restarts the following school year if the ELL status was not determined.

- If a student enrolls in the middle of the school year and the student is discharged prior to 10 days of enrollment (regardless of the number of days that the student attended), the Enter NYC Date continues where it left off upon re-enrollment in the same year or restarts the following school year.

All identification and placement into the ELL program chosen by the parent is completed within 10 school days (20 school days for students entering with IEPs).

In our school, our ELL coordinator, Mrs. Dukhovny completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues.

For students whose home language is not English, we will administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, we will determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, the ELL coordinator will interview the student in both English and the home language and review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, we will use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal assessments.

Once we determine the eligibility to take the NYSITELL, the child will be tested. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step.

Please note that if the student is determined to be an ELL, the information gathered is used to determine if the student requires further assessments for SIFE status described below.

All students entering school with IEPs (from within the United States) will be reviewed by the Language Proficiency Team (LPT). See below.

Once we know who the eligible for NYSITELL administration students are, we print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment and we follow the testing guidelines outlines in the testing administrator's manual.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), the Entitlement Letter, the Non-Entitlement Letter and Continued Entitlement Letter.

Dated and signed letters are retained in the student's cumulative folder and the ENL compliance binder.

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

We print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. The procedures outlined above must be completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program.

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

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Within the 30 school days from initial enrollment, we make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow every step of the Initial Identification process to identify an ELL. If there are indications within the ELL Identification Process that a student

has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are

Newly identified ELLs, in grades 3 -5 and is at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

We follow this SIFE Identification Process:

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

We currently do not have any SIFE students, however, if we do get students with Interrupted Formal Education, we will take every step to identify them, input information into the ATS, test them, place them into appropriate instructional settings and offer them and their parents all the necessary assistance, support they need to succeed in school. They will be provided a mandated ENL instructional support, rigorous academic instruction and interventions in the classroom and in addition to the classroom experience before, during and after school. They will be our targeted students and will be monitored carefully. Appropriate intervention plans will be set for these students in order to better meet their needs. As always, parents/guardians will be communicated with and provided all the necessary support in the process.

Initial SIFE status will be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

In accordance with the new CR Part 154 regulations, NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). In our school the LPT team is comprised of the principal and the assistant principal, a certified ENL teacher, the school based support team members, the AIS teacher, school psychologist, special education coordinator and the student's parent/guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT team determines whether the student should take the NYSITELL. The LPT team collects and reviews evidence of the student's English language development, including the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, the information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English and other documentation.

Based on the evidence, the LPT team makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT team determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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

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

In our school, we have put systems in place which help us ensure that all important letters and forms are distributed, signed and returned in a timely manner. Immediately upon registration, our testing team, comprised of the certified and highly trained staff members, the ENL coordinator, testing coordinator, licenced pedagogues, administration, school secretary, parent coordinator and the LPT team, review the information from the home language identification survey form, the interview with parents and children, the information from the IEP for children identified as ELL's, and the preferred language of communication form. This information determines which children are eligible for NYSITELL testing and the language to be used for communication with families. During the Interview process, we also explain to our parents about the testing process and let them know that important letters will be sent to

them. All eligible for testing children are tested within the first ten days. Immediately after NYSITELL testing and scanning, we review the scores obtained from the ATS. Within the five school days after testing, parents receive Entitlement and Non-entitlement letters with the child's score and what it means. In the letter, the parents are explained that now they have an opportunity to learn about the language support programs offered to them and their children. Parents are invited to a Parent Orientation in order to make a selection of the language program of their choice. All communication with parents is provided in the language spoken at home. Parent choice is taken very seriously in our school. Immediately after reviewing Parent Surveys and Program Selection Forms, we note which programs our parents select and enter this information into the ELPC screen in ATS. If the parents decide to change their choice, they can put it in writing to the principal or designee. Within the 10 day window, our ELL's and parents are orally interviewed, identified, tested on the NYSITELL, and those students who are Spanish-speaking and have not tested out on the NYSITELL are tested on the Spanish LAB-R to determine their language dominance, an ELL Parent Orientation is conducted and children are placed into the ELL program selected by the parents/guardians. All forms are placed in the student's cumulative folder and ELL Program compliance binder along with any subsequent written consent to change ELL program choice. In order to maintain compliance, all parent choice is supported by assessment data and a valid NYSITELL score.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the Parent Orientation, parents are explained about their rights to appeal ELL status. The parents are explained the identification and re-identification process and what it means. If the parents can not attend the Orientation date, we make every effort to meet with them at any time that is convenient for them before, after, during school, or by phone. We provide each parent with a personal attention, at the Parent Orientation or face to face meeting and make sure they receive all the information in their language and have all their questions answered. In compliance with the new ELL Policy and CR PART 154, Beginning in the 2015-16 school year, all first time entrants and students who are re-entering the school system after the 2 year period, go through the ELL Identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and for ELLs and non-ELLs. The review of the ELL status determination is initiated upon receipt of a written request from a student's parent or guardian, or a student's teacher, if the teacher's request includes written consent from the parent or guardian. The Re-identification Process is completed within 10 school calendar days of receipt of written notice. If in case we need to consult the CSE, the re-identification process is completed within 20 school calendar days.

As soon as we receive a written request in a form of a parent letter to the principal, we review all documents related to the initial or reentry identification process. We review student's work in English and in the home language, we administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. The NYSITELL is administered ONLY once. After that, we consult with parent or guardian and conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154 of the student's abilities in listening, speaking, reading and writing in English. Our ELL team and LPT team consult with the Committee on Special Education (CSE) if the student has a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language are sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. A written notification of the decision is sent from the superintendent to the principal, parent, guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. All notifications and relevant documents will be kept in the student's cumulative folder and in the ELL Compliance Binder. Further on, between 6 and 12 months (from the date of the superintendent's notification to the principal and parent/guardian, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school and the parent/guardian. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his designee. Final decision notification will be put in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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.

Immediately following the initial intake the child goes through the Identification Process, the Oral Interview with parents and child in English and in the home language, the NYSITELL testing and Spanish LAB-R testing. Incoming eligible students with IEP's are reviewed by the LPT team and tested the NYSITELL upon the team's determination. The ELL coordinator schedules a Parent Orientation at which time the parents receive all the information about the programs available to them and their children. They view the informational video available in their home language and learn about the language support programs that are available. In addition, our ENL teacher explains the programs in more detail if the parents still have questions and need clarification. Then they make choices of preference and select the most desirable program first. The 3 ELL programs offered in New York City are Dual language, Transitional Bilingual Education and the Free Standing English as a New Language Program. A thorough explanation of each program is provided in the parents native language. At these orientation sessions which are ongoing, parents are clearly informed that once we have a group of 15 children of the same language group on one grade level or a group of at least 25 children who speak the same language on two consecutive grades, a bilingual class can be formed. Parents are also informed of programs available to them in the District that might accommodate their children's needs if for some reason we do not offer the program and have placed them on a waiting list. The parents fill out a Parent Selection form where they make a selection of the language program of their choice. We are very diligent about the parent selection forms and the home language survey form, no parent leaves the school without filling them out and participating in an orientation session. If for some reason they need to leave with the form, we ensure the form is returned. We contact the parent via phone and email and will do all that is necessary to ensure that the form is returned. Via letter parents are informed of program placement. A binder is kept in the office with a copy of the CD and Parent Brochures for on the run registrations and can be easily used by our team. The informational sessions for the parents are on-going and are held many times throughout the year. We have parent meetings monthly during Parent as Learning Partners Days and we offer our parents informational and learning workshops at which we present and discuss current units of study, accountability, testing, assessments, curriculum, skills and strategies, best practices and share materials that they can use at home with their children. We also provide high quality orientation section on the Common Core Learning Standards, school expectations for our ELL's, as well as the program goals and requirements for bilingual education and English as a New Language programs. The Translation and Interpretation Unit is contacted as needed in case for any language that is not spoken by the school staff. Our parents also receive a Parent Booklet in their home language to take home for their information.

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.

As mentioned above, parents of all eligible ELL's are invited to a Parent Orientation meeting where they learn about the language programs available to them. At this time, the parents fill out the Parent Selection form. If a parent can not participate in the orientation, we send it to them along with all the information about the three programs. We call the parents and try to make an appointment and to meet with them face to face at a time convenient to them. If this is not possible, we call the parents and have an informational session over the phone. In rare cases when the parents were not reachable after numerous attempts via phone, email, face to face, or in writing, parents were offered to visit an Orientation session at the District. When all attempts do not bring a positive outcome, a child is placed in a Free Standing ESL program without parental consent but we never give up our hopes to locate the parent through neighbors, relatives and community, we even catch them on picture day, all efforts are made to ensure that parents fill out forms and are fully informed. Parent selection forms are collected at the end of the parent orientations. A team including the ESL teacher carefully reviews parent choices and once a determination is made, an entitlement letter is prepared, copied and sent to the parent in the language spoken at home. These copies are stored in two binders, one for the main office and one in the ESL Teacher's classroom. On the HLS form the placement is checked. Please note that all parent communications, ATS data and all forms sent to parents are duplicated and also stored in those binders.

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

In our school, we make every effort to make sure that the Parent Survey and Program Selection forms are completed, signed and returned. Make offer parents multiple opportunities to fill out the forms, assist them with this process at the Parent Orientation, face to face, before, during or after school or at any other time that is convenient for the parents. We also offer parents to have an over the phone meeting. We hold an over the phone parent orientation, help parents answer questions, provide them with all the necessary information so that they can make an informed decision that make the program selection of their choice. We also send parents forms home and via email and follow up by making a personal phone call. We try to accommodate parents any way we can and everything is done in a culturally sensitive manner. We value our parents' time and understand that many of them are working parents. If they can not meet with us at school, we try to find alternative ways to communicate with them, even through their neighbors or relatives whose children are in our school. We get a hold of our parents at early drop off and pick up during dismissal time and at school functions. Our Parent Coordinator and the Attendance teacher are involved in case we need to get a hold of the family. We provide parents with translators and when needed, employ a Translation and Interpretation Unit in case the parents speak a low incident language. All communication is done in parent's home language.

For students who transfer from other schools, we reach out to the previous schools by phone and in writing and request the forms being faxed to us. We monitor all our forms and follow up when needed. A copy is made and placed in the child's cumulative record file, one copy is given to the parents and one copy is placed into the ENL Compliance binder.

9. Describe how your school ensures that placement parent notification letters are distributed.

All eligible for testing ELL's are tested on the NYSITELL within 10 school days of initial enrollment. Spanish speaking ELL's who do not score out of the NYSITELL are given a Spanish LAB-R to determine their language dominance. The parents are informed about the scores via the Entitlement and Non-entitlement letter. All parents of entitled ELL's are invited to a Parent Orientation. A return portion of the letter monitors who and how many parents are expected at the orientation. Those parents who can not attend on the set date are offered alternative dates when they can meet with the ENL teacher in person or have an over the phone orientation. During the parent orientation, parents are provided with information about the identification process, the meaning of the NYSITELL scores, the curriculum, instruction, goals and expectations, materials used and view a video describing the language programs offered to their children. We explain to the parents about the language proficiency levels and what they mean, and let parents know about the 5 new proficiency levels based on the NYSITELL and NYSESLAT, how many minutes and how each level of proficiency will be serviced. We explain to the parents about the models of instruction such as standalone and integrated instruction. We also explain to the parents about the teaching models (parallel teaching, collaborative team teaching, small group, differentiated) in order to meet their diverse linguistic needs as well as their academic needs. The parents are explained how the language support will be provided to their children during core subjects such as ELA, math, social studies and science. The parents are also explained that once the child is in the program, he or she will remain in that program for the duration of one academic year. The parents also learn about the testing and assessments for the ELL's. We make sure that our parents understand the new exiting criteria for students in grades K-2 and for those ELL's who are in testing grades 3-5. All information and communication is done in the parents' home language. We make sure that our parents are informed parents and have the information to make decisions and choices for their children and their families. We take extra steps to answer parents' questions and if we don't possess the right information, we research into it and get back to parents with the right information by sending letters, forms, meeting with them and over the phone and via email. At the orientation, parents fill out a Program Selection form and make a selection of the language program of their choice. It is explained to parents that in New York City in order to create a bilingual program, there must be at least 15 students who speak the same language and are in the same grade or two contiguous grades. The parent forms are carefully reviewed throughout the year and the number of incoming children is monitored to make sure that we have the numbers to open a program of parents' choice. All children are placed in the program and begin to be serviced immediately. The parents receive a letter where they are notified that their child is in the program of their choice and will remain there for the duration of one academic year. In addition, during the orientation, parents are informed about the new Re-identification process, allowing schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time within the first 45 school days of initial enrollment. Parents are informed about the steps they need to take to initiate this process and the time frames to adhere to. Once again, all parent letters and forms are reviewed and students are placed in a program of choice immediately. The placement parent notifications are generated in parents' home language and copies are made to be mailed to the parents, to be placed in to the child's cumulative record and to keep one in the ENL Program Compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

As mentioned previously, all documentation and letters, the Home Language Identification Survey, non-entitlement, entitlement, continued entitlement, transition letter and all other letters are made copies of and are kept in the child's cumulative record and to keep one in the ENL Program Compliance binder.
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.

Our NYSESLAT Testing team together with a testing coordinator, administrators, the ENL coordinator and a team of highly trained teachers take every step to identify and to administer all sections of the NYSESLAT to every English Language Learner. We use our ELL program list and cross reference it with the NYSESLAT Eligibility roster generated from ATS to double check and make sure that every single ELL student is identified and tested according to his/her grade band. We adhere to the policies and guidelines specified on the SAM (NYSESLAT School Testing Manual) and follow the specific dates and sequence to administer the tests. The parents are already familiar with the NYSESLAT test specifications because they attend parent workshops throughout the year at which they learn about all statewide testing and assessments and how these assessments are aligned with the CCLS's. Our parents are familiar with the ELA test items and questions and understand the rigor of the tests, including the NYSESLAT. Parents can review some items on the tests and become familiar with the skills to be measured. They also learn about the text complexities and the types of questions. We employ the Depth of Knowledge Wheel, Bloom's Taxonomy higher order thinking questions to lift the rigor of questioning techniques and improve our students' higher order thinking, speaking, reading and writing skills, which are all measured on the NYSESLAT. We also offer parents of ELL's workshops where they receive information on the NYSESLAT TOM's and PLD's (Targets of Measurement and Performance Level Descriptors for each grade level and proficiency level), and explain the skills, strategies and content taught. All this information is explained to parents in a friendly, easy to understand, meaningful way. From this and all other information, our parents can learn about the rigor, goals and expectations of the ENL program, how the program meets the linguistic needs of their

children. Parents gain insights on what they can do to reinforce what is taught in school so they can better support their children at home. Before the NYSESLAT test administration parents receive a letter with testing dates and make sure that the children are in school on those days, are well rested and have a good breakfast. All testing rooms are inspected prior to the test administration and all testing materials are secure. We have a system in place where all proctors and the testing team members have the list of children and the information needed to be entered on the answer documents. We follow testing directions, adhere to the allocated time on the test. All children are grouped according to the guidelines and the grade bands. All children with testing modifications outlined on their IEP are followed their mods. The Speaking subtest is administered on an individual basis. We always make sure that one teacher administers the Speaking portion and another teacher scores it as per the testing memorandum. We make sure that the children are given all subtests because the valid score can be given only if all sections are taken. Everyone involved with the NYSESLAT administration and scoring receive Professional Development and is highly trained. Children who are absent, are provided time to make up the sections of the NYSESLAT during the testing administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Immediately upon receiving the NYSESLAT test scores, we review the data and prepare continued entitlement letters to all parents whose children are entitled to continue receiving services. Letters are sent to parents before the beginning of the school year and no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. All letter are made copies of, and are sent to the parents, placed in the child's cumulative folder and a copy is placed in the ELL Compliance Binder for our records. In addition, the NYSESLAT parent letters are made available for parents in their language and explain how their child performed on the test.
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).

As mentioned above, we make sure that all parents are offered a meaningful and highly informational Parent Orientation and parent workshops throughout the year at which they learn more about the language programs and are able to make the best educated decisions and choices for their children. After reviewing the Parent Survey and Program Selection forms for the past few years, we noted that the trend in program choices remains to be ENL. Our parents make this decision for many reasons. The older siblings and relatives who attended our program had a great experience; many of them obtained proficiency withing a few years and were able to achieve great results across the content areas. After reviewing the Parent Selection forms we see that all our parents choose ENL as their number one choice. If we have any parent who shows interest in any other program, we make sure to provide them with the right information and guide them through the process. However, none of the parents request other language programs but our Free Standing ENL program.

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.

In our school, we offer a Freestanding ENL program. As soon as we receive the NYSESLAT scores and have the NYSITELL scores available, we will have the right data to review and to form groups for instruction. At this time, we have 1 full time ENL teacher who services almost all ELL's according to the new service models and time allocations. We are working very closely with the District ELL Deputy Director and Superintendent to acquire an additional ENL teacher who will service the additional minutes and service models not currently covered. We are in constant communication with the district leaders who have received all necessary evidence and data supporting our quest for an additional teacher who will service the Commanding ELL's in upper grades. We are very hopeful we will receive the assistance we need very soon. We are anticipating a successful resolution to our situation where there is a total of 83 ELL's in all proficiency levels in Grades K-5 and only 1 ENL teacher. At this time, students in kindergarten receive their allocated minutes according to their proficiency levels in an integrated model as well as in a standalone model as outlined in the new CR Part 154 mandates. There is a group of K-1 students and 2-3 and 4-5 students who are serviced in a standalone and integrated model of instruction. Mean while, our ENL

teacher continues to articulate with classroom teachers and provide them with tools, resources and PD opportunities they can use with their ELL's and continue supporting them within their classrooms. The data from the NYSESLAT and the proficiency levels help us appropriately identify students who tested out on the NYSESLAT, who is eligible to continue to be entitled to ELL services. This information helps us group students, provide them the required time, offer them the necessary model of instruction as well as all the additional support they need during English Native Language instruction and during content instruction. The groups will be flexible and ENL Strategies and Methods will be up front and centered. Instruction will be scaffolded and differentiated. The ENL Teacher will provide instruction in English with home language support, emphasizing English language acquisition.

As mentioned previously, our ENL program employs stand-alone ENL instruction and the Integrated ENL instruction. Students develop English Language skills so that they can succeed in core content courses and build English language skills through content area instruction in ELA, Math, science and social studies. We follow the protocol to service our ELL's as outlined in the new guidelines to the best of our ability and to ensure that: Entering ELL's receive 360 minutes of instruction per week (180 minutes of stand-alone instruction and 180 minutes of integrated ENL/ELA instruction). Emerging ELL's receive 360 minutes of instruction per week (90 minutes of stand-alone instruction, 180 minutes of integrated ENL/ELA instruction and 90 minutes of standalone or integrated ENL with ELA or any other content area). Transitioning ELL's receive 180 minutes of instruction per week (90 minutes of integrated ENL/ELA instruction and 90 minutes of standalone or integrated ENL with ELA or any other content area). Expanding ELL's receive 180 minutes of integrated ENL/ELA or other content area instruction. Commanding ELL's - 90 minutes of integrated ENL/ELA or other content area instruction per week whereas students are supported within the context of the classroom setting to ensure that all curricular decisions are based on the child's second language development. Teachers deliver instruction in a collaborative co-teaching and team teaching model where content is presented by both teachers, the parallel model where the ENL teacher delivers the lessons taught in the classroom in a stand-alone model using ENL best practices, methodology, scaffolds and supports aimed at addressing the needs of the students. Articulation between the classroom teachers and the ENL teacher is on-going. Planning and Professional development time is used to look at data, student writing, formal and informal observations, to look for patterns and common threads, to perfect our practice and to research and share best practices and engage in the shared decision making process to better instruction and improve academic achievement of the students. All instructional decisions are made to better address the needs of our ELL's.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

All instructional minutes delivered in each program model explicitly and rigorously. All Units of study are taught to students grouped according to their language proficiency level and grade level and instruction is delivered by a certified ENL teacher who will teach in collaboration with the core teacher, a dually certified or a bilingually certified teacher (bilingual or TESOL extension). This year, our groups will include students grouped in one grade/proficiency level groups as well as in combined 2 contiguous grades in order to adhere to the mandated time allocations as per the new CR Part 154. All ENL classes have Integrated and Standalone models and will offer home language support. Our Entering ELL's will receive 2 units of study per week (360 minutes): 1 unit of study in stand-alone ENL (180 minutes) and 1 unit of study in Integrated ENL/ELA (180 minutes). Our Emerging ELL's receive 2 units of study per week (360 minutes): 0.5 units of study in ENL (90 minutes) in Stand-Alone ENL, 1 unit of study in ENL/ELA (180 minutes) in Integrated ENL model and 0.5 units of study with flexibility of Stand-Alone ENL or Integrated ENL/ELA/Content Area such as ELA, math, science or social studies (90 minutes). Our Transitioning ELL's receive 1 unit of study per week (180 minutes): 0.5 units of study in Integrated ENL/ELA (90 minutes), and 0.5 units of study with flexibility of Stand-Alone ENL or Integrated ENL/Content Area (90 minutes). Our Expanding ELL's will receive 1 unit of study per week (180 minutes): 1 unit of study in ENL/ELA or other Content Area (180 minutes) in Integrated model of instruction. Our Commanding students who attained Proficiency and tested out of the NYSESLAT in 2 previous years, will receive 0.5 units of study per week of Integrated ENL in ELA or Content Area.

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.

This year, in compliance with the new mandates, the ENL program is delivered to students through stand-alone ENL with parallel teaching of Units of study during the literacy block and through integrated ENL model in core curriculum in ELA, math, social studies and science. All content is taught in English with support in native language. The programs we use in our school are Columbia University's Teacher's College Reading and Writing project. The Units of study are highly differentiated to meet the linguistic needs of our ELL's and to provide necessary additional supports to our Commanding ELL's. In math, the Go Math program offers support for English Language Learners, including content specific vocabulary and visuals. Similarly, the social studies and science content is highly differentiated and is taught through meaningful, rich experiences, hands-on and inquiry-based activities, supported by

authentic informational texts that provide variety, complexity and sophistication to meet the linguistic demands of our ELL's and former ELL's and to enrich their vocabulary they can build and apply across contents. All Units of study across grade levels and content areas are rigorously planned by our teachers and support specialists, including the ENL teacher. We use backward planning to identify what background knowledge our ELL's require and what additional tools, resources and vocabulary needs they might have so the content is delivered and learned with high efficiency and success. In addition, the teacher and the ENL teacher co-teach using methodologies and best practices for ELL's that provide for small group and one on one support, modeling, word problem scaffolding and the use of manipulatives. Students and teachers create whole group and individualized math, social studies and science word walls and word banks with examples, visuals and steps to show the problem solving process. Students role play/act out the solutions, newly acquired knowledge and use the new academic content vocabulary to write, illustrate and orally present their thinking, which helps us, teachers in assessing the students progress throughout the year in the modalities of reading, writing, speaking and listening. Students are modeled a variety of problem solving strategies, including identifying the most important information and what the question is asking to do. From that, the students learn to circle and underline/highlight information in text and use pictures, tally marks, number lines, and other graphic organizers to make content comprehensible and to increase their repertoire of strategies. Students are immersed in print and language rich environments, which allow them to build their schema not only from literature but also from ongoing field trips and hands on activities throughout the year. Instructional strategies are highly differentiated and aim to increase reading comprehension and writing skills, as well as critical thinking and speaking skills. Scaffolding is highly used in instruction for ELL's. Modeling, Bridging, Contextualization, Schema Building, Metacognitive Development and Text Representation are the types of instructional strategies on which instruction is based. In addition, strategies and skills that the ENL Teacher attained at QTEL and BETAQ workshops are highly implemented during instruction at all grade levels. Some methods and approaches integrated within our practice are sheltered English, the unpacking of text by introducing "juicy words, juicy phrases, juicy language", developing theories of characters in book clubs and the use of the Depth of Knowledge and Bloom's taxonomy to foster high order thinking skills. Moreover, there is consistent articulation between ENL /general ed/ special ed./ and related service personnel. ELLs are a consistent focus on Inquiry Teams, SAT Teams, as we are always thinking of the research based best practices and approaches that best fit the needs of our ELL Students. Moreover, I want to reiterate that we strictly adhere to the mandated time allocations and program models, stand-alone with parallel teaching by a certified ENL teacher and integrated ENL/content area instruction is delivered in a collaborative teaching model with emphasis on small group and one on one differentiated instruction is applied to all proficiency levels inclusive of our commanding (former) ELL's. Once again, the content teachers receive on-going, sustainable and carefully planned professional development and support of the ENL teacher to better address the needs of all students inclusive of ELL's, students with disabilities and Commanding ELL's.

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

At our school, we only have ENL program as reflected in the Parent program selection forms and chosen by our parents. Therefore, we do not assess children using diagnostic assessment tools for native language in TBE / DL programs, however if the situation ever arises we will make sure to access the diagnostic assessment tools necessary for placement. The only Native Language assessment tool we use is the Spanish LAB administered to all newly identified ELL's during the time of initial enrollment. It serves as a diagnostic assessment of language dominance to support our Spanish-speaking ELL's as we plan and differentiate instruction. We understand and value the importance of supporting students' native language and offer them with language support in the classroom. We offer multilingual and multicultural libraries and dictionaries/glossaries to our students, we also utilize the technology, the Internet, video and audio materials to assist our ELL's with native language support.

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

As mentioned above, we use a variety of assessments to ensure that our ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year. In fact, as part of our MOSL this year, in addition to the NYSITELL and the NYSESLAT that is administered in the Spring, we use many assessments to monitor our students' growth - TCWRP, running records, spelling inventory, Pre-Mid-End of Unit assessments; we collect On-Demand pieces that we carefully evaluate using the Writing Continuum. We are very rigorous about looking at student writing samples. We use our data from small group and strategy-based instruction and one on one conferencing and observations. Our curriculum is enriched with carefully planned activities in all content areas that assess all four modalities and are reflected in short and long term goals for each student, inclusive of our ELL's. Our findings guide instruction and allow us to differentiate lessons and activities, create tools and resources that can be used in school and at home in order to meet the diverse needs of our students. We provide students with multiple on-going opportunities to show their work through Oral presentations that we score using rubrics throughout the year. In science and social studies, students have a variety of ways to showcase their reading, writing, listening and speaking skills by presenting individual and small group projects, presentations, models, etc. We also look at informal observations by articulating with everyone who works with the children. We look at the child holistically and for us, even the smallest evidence of progress is a cause for celebration. All stakeholders communicate and articulate daily - classroom teachers, ENL teacher, service providers, administration, paraprofessionals, school aides, community and especially our Parent constituents provide valuable insights about their children in school, at home and outside the school building. This collaborative approach helps us to monitor, sustain and grow our ELL's. We, as an entire school community are on the lookout for signs of progress, whether it is when a child starts to raise his hand, participate in small group

discussions/work, socializing with other children at recess, following spoken directions, using gestures and words to communicate, and on, and on, and on - we celebrate our children's growth and English Language acquisition on every level and watch them blossom each day as seen in the evidence we collect formally and informally.

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

SIFE-Students with interrupted formal education; as defined by the SED-ELL's who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre literate in their first language. We have 30 school days from initial enrollment to make an initial SIFE determination. Students who are newly identified ELL's, in grades 3 and up and are at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results will go through the SIFE identification process, the administration of the oral interview questionnaire and the Literacy Evaluation for Newcomers SIFE (LENS) for Arabi, Chinese or Spanish speaking ELL's. All appropriate steps are taken to enter the SIFE information into the ATS. As per CR Part 154, we have up to one year to make a final determination of SIFE status. SIFE status is removed once the ELL scores at intermediate/transitional level or higher on the NYSESLAT. We have no SIFE students however, we are prepared to address the needs of any students who have had interrupted education in the following ways:

- Students are received like all other students and go through the process that all other new students to our school go through. The Parents and students are interviewed immediately and all measures and efforts are taken to access information that can assist us in ensuring that the child is appropriately placed.
- The Home Language Identification Survey is carefully filled out by the parents (in the language spoken at home), with the assistance of the certified ELL coordinator in the parent's home language and in English. Immediately following this, the child is NYSITELL'd, any child who scores at or below proficiency in the NYSITELL and speaks Spanish will be LAB R'd in Spanish. Our goal is to determine their language dominance in order to better support the student, to enrich instruction and to provide native language supports. Immediately following the parent orientation the child is placed in a program of the parent's choice for the duration of one year. According to the new mandates, if the child needs to exempt from the ELA, he/she will be administered the math and grade 4 science tests and the NYSESLAT in lieu of the ELA. In addition, a new exiting criteria will be applied to all ELL's in testing grades 3-5 for all ELL's attaining Commanding on the NYSESLAT or Expanding on the NYSESLAT and a score of 3 or more on the ELA.
- Our instructional goal with SIFE students is to engulf them in a risk free environment that promotes student learning and social interaction. Noting that many times they are 2 or more levels behind, the goal is to target their academic needs rigorously and ensure that the support provided is long lasting. Bilingual materials will be made available for them such as; dictionaries, glossaries, native language materials in content areas, as well as the use of visuals and manipulatives. Instruction is differentiated depending on student needs, small group, and one on one instruction is provided. In addition, we group them accordingly for extended day AIS and for any tutorial programs we have that we feel they will benefit from.
- Students found to need additional support services such as speech, OT, PT, counseling will be referred for further evaluation so that their needs will be addressed.

Instruction for newcomers is rigorous and language rich. Students are immersed in academic and social language through out the school day. Instruction is differentiated in and out of the classroom, and during extended day. For example; children are grouped heterogeneously and all types of visuals, manipulatives, computer software and smart boards are used to promote language acquisition in listening, speaking, reading, writing and thinking. We enhance their background knowledge and schema by immersing them in multi cultural themes and learning experiences. We also tap into their cultural background knowledge to engage them interactively in rich language experiences that celebrate their cultural differences and similarities. As a school community Cultural Diversity is celebrated in many ways, read alouds, author studies, assemblies, project based learning, music and art.

ALL ELL's inclusive of Developing, Long Term and Former ELL's (4 and more years of service) are immersed academically in all school wide instructional programs, activities, trips and events.

We have AIS services which provide our ELL students with small group and one on one additional support. For example, Newcomers are grouped for rich language experiences through reader's theater, poetry, songs, music, and art.

Our Developing ELL's who have been in the program for more than 4 years are grouped for intensive strategy building and academic driven intervention that is rigorous and aligned to their academic goals. This year we have only one Developing ELL. After reviewing all the data and making decisions on the instructional implications for this child, we identified that one of the major areas for development is the content academic language. A comprehensive intervention plan was put in place in order to meet the needs of our Developing ELL. The lessons and activities were scaffolded and differentiated for her on the

instructional level. She learned many necessary skills and strategies to build her academic language and to increase comprehension as well as reading, writing, listening and speaking using a more sophisticated vocabulary, newly learned terminology and in writing, producing longer and much more sophisticated pieces that have a clear structure, paragraphs, evidence rich and show many examples and details to support ideas. In addition, Our Developing ELL, as well as all the other ELL's learned and use content and domain specific vocabulary to improve their questioning, in writing conclusions using Lessons Learned and adding complex thinking and grade appropriate vocabulary. In addition, children learned to use Pushing Our Thinking prompts they used in Socratic Circles, an activity where students are positioned in a circle and each child takes turn to share his/her idea, point of view, thought and make a statement about an excerpt read using background knowledge, evidence from text and within a content area. This year, we do not have any Long term ELL's, however, if we do have Long term ELL's next year, we will continue providing them with the rigorous, carefully grouped, strategy and needs-based support they need, which can be in math, science, social studies, reading and/or writing, depending on what the needs are. Our plan for the Long Term ELL's is:

Long term ELL's are carefully monitored by the Inquiry Team. Formal and informal observations by classroom teacher and other staff, intensive intervention, and outreach to families are a few of the methods we use to assess and address the needs of long term ELL's. When as a school we have exhausted all means of addressing their academic needs, students are referred to the School Assessment Team for an Educational Evaluation. Experience has taught us that many of these students come from homes where the parents lack formal education in their own native language, are functionally literate and parental involvement in school is very limited not because of their limits academically, but because their work schedules consume their lives. Our goal is to find a way to address their needs and the needs of their families. All ELL students are invited to attend the Summer Success Regional Programs. Parents are invited to attend all instructional, curricular workshops provided by the school, local community based organizations and ENL Classes that might be offered locally free of charge. Parents who attend school workshops are given materials to use at home with their children, and translated materials and information are consistently sent home and provided at parent workshops.

Our Commanding ELL's up to two years after exiting ELL status are carefully monitored individually and as a group. We will carefully look at data together with the teachers, parents, the Pupil Progress/School Implementation Teams and discuss each child's progress on a personal basis. We will identify their strengths and weaknesses and identify a range of possible interventions and supports for that child to meet his/her goals and address his/her needs. Teachers will continue offering them the native language support and provide them with the tools and resources they need. Our Commanding ELL's will continue to receive testing modifications, time extension and separate location on the ELA, Math and Science tests. This also insures that ELL students with IEP's receive their related service mandates and all IEP goals are met via small group intervention. All modifications for current ELL's and Commanding ELL's are integrated into the class setting to prepare for test taking, students receive time and a half, separate locations, are allowed to use dictionaries and glossaries. All current and former ELL's with IEP's will have their modifications adhered to at time of testing. All academic support is data driven. A variety of instructional materials will be employed in order to teach the English language in context and to support the English language acquisition, including:

- Book bins
- Informational texts
- Non-fiction libraries
- Bilingual dictionaries
- Picture dictionaries
- Graphic organizers
- Audiovisuals
- Realia and manipulatives
- Personal word banks
- Thematic word walls
- Rubrics
- Artifacts
- Science lab
- Science tools and materials

Technology:

- Smart board
- Computer lab and lap tops
- Internet
- Educational web sites
- Video resources

as well as high interest multi genre authentic literature, big books, trade books, manipulatives, visuals such as picture cards,

audio CD's and cassettes, smart board interactive activities, as well as interactive CD Rom's for computer use. This year we will continue to reinforce our Words Their Way Program (word study) by adding a Words Their Way Resource Component to the ENL Program. Our goal is not just to develop vocabulary in isolation, but to develop the skills necessary, such as latin stems, vowel alternation patterns in related words and pairs, derivational relations, greek roots, , etc. so that they become life long decipherers of words.

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.

Beginning in the 2015-2016 school year, a student who has undergone the ELL Identification process as the result of first time entry or reentry, may go through the ELL Re-identification Process which allows schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process may be administered a second time. If the student's Home Language is other than English and a student is an ELL or non-ELL, we can initiate a review of the ELL status determination upon receipt of a written request from a parent/guardian, or a student's teacher (with a written consent from the parent/guardian). The school has 10 calendar days upon the receipt of written notice to complete the Re-Identification Process. If the CSE must be consulted, the process must be completed within 20 calendar days.

While the school and the family collaborate on the Re-Identification process, the student is placed in his/her class and learns alongside his peers in a grade and age appropriate setting starting first day of school. All the teachers who work with the child are highly trained in working with ELL's and students with disabilities. All teachers receive extensive, high quality professional development and are equipped with strategies and best practices in ENL methodology. In addition, articulation between the classroom teachers and the ENL teacher is on-going and consistent. The ENL teacher collaborates with the classroom teacher daily. Rigorous planning is taking place to ensure instruction is high quality and is filled with lessons and activities that enrich the curriculum, provide additional supports to the child, and is highly scaffolded and differentiated. Every child, inclusive of the children who are Re-Identified continue to receive all the mandated support services, OT,PT, Speech, ENL, RTI, etc. depending on the decision. All tools and resources are carefully planned and the child is engaged in all grade and age appropriate group activities that support his/her academic growth. We value the input our parent constituencies provide us with, and we put emphasis on cooperation and collaboration between all stakeholders involved in the process meanwhile the child continues to receive high quality education in his classroom setting with all support systems to meet the needs of the child. The child's progress is carefully monitored and all formal and informal observations, articulation notes, students writing samples, TCWRP assessments and Math assessments are administered and data is collected and reviewed carefully. The findings serve as evidence of child's academic growth, strengths and weaknesses and helps to further identify if the decision benefits the learner and addresses his needs.

Between 6-12 month from the date of the superintendent's notification to the principal, parent/guardian, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with qualified staff member in the school and the parents/guardians. We usually have a team who works collaboratively with representatives of ELL, Sp. education, AIS, related services, school psychologist, the guidance counselor, the classroom teachers and the parent and makes shared decisions upon reviewing all the necessary data. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, additional support services will be provided to the student as defined in CR Part 154 and may reverse the determination within this same 6-12 months period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his designee. Final decision notification will be in writing to the parent/guardian in the preferred language within 10 school calendar days.

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

The following methods and approaches are a school wide practice and are immersed :

- Use of leveled libraries
 - Use of manipulatives for math, and other content areas
- Use of Practice Math Materials-GO MATH, KAPLAN, Coach, NYReady
- Inquiry / Project based learning

Social Studies integrated within curriculum and the following strategies and interventions are used: Small Group, unpacking of content by the introduction of juicy words, phrase and sentences. Vocabulary / concepts are consistently reviewed in context so as to lift understanding, lots of visuals are used and video clips, as well as primary resources to aid in comprehension. Our science program is FOSS, it is a hands on program that allows children to explore materials and develop hypotheses as they investigate. Teachers use videos, pictures cards, create table tents to introduce concepts and vocabulary that needs to be understood in order to conduct any experiment or exploration. Children work in cooperative learning groups, have their own science notebooks and vocabulary lists with pictures. For the most part, our ELL's have met proficiency on the grade 4

Science Exam.

ELA-ELL's are grouped according to the NYSESLAT Data and TCRWP Data, and formal and informal observations. They are in small guided reading groups. Again all reading materials are of high interest and they are unpacked for language so that their understanding is fostered. Writing about reading is part and parcel of our reading program, those we look for reciprocity. Besides writing for reading, our children (all children, including ELL's) are immersed in the Writing Workshop-this workshop not only teaches students to write in a variety of genres, (memoir writing, narrative writing, lifting quality of their writing by learning a variety of revision strategies, personal essays, literary essays, non fiction writing, realistic fiction, historical fiction and persuasive writing), it also teaches children to collect ideas, develop ideas, revise, edit, draft, publish and celebrate their writing.

- Hands on, exploratory and investigative learning
- Use of visuals, music, theatre art and dance
- Use of computers, software, smart boards, educational games
- Homework help
- Small group / one on one intervention

Computer Software programs: RAZ KIDS.COM, Learning.com, Splish Splash-reading and math, travelling laptops for inquiry and research.

In addition to receiving the mandated minutes and serviced in a stand-alone and integrated ENL, students receive flexibility of core subject instruction with ENL by certified, highly trained pedagogues, using best strategies and best practices for ELL's and SWD's accompanied by carefully planned tools, resources and differentiated lessons. The classroom teachers and subject teachers work collaboratively with the ENL Teacher and co-teach. The teachers will be planning and teaching together, fostering more one-on-one and small group interaction and to ensure that all activities are scaffolded and differentiated to meet the needs of our ELL subgroup.

As mentioned previously, a variety of instructional materials will be employed in order to teach the English language in context and to support the English language acquisition, including:

- Book bins
- Informational texts
- Non-fiction libraries
- Bilingual dictionaries
- Picture dictionaries
- Graphic organizers
- Audiovisuals
- Realia and manipulatives
- Personal word banks
- Thematic word walls
- Rubrics
- Artifacts
- Science lab
- Science tools and materials

Technology:

- Smart board
- Computer lab and lap tops
- Internet
- Educational web sites
- Video resources

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?

Students with Learning Disabilities are included in every thing we do as a school community. Flexible scheduling is used to support students who have SETSS, ICT and are Self Contained. We have a part time ICT Setting and our SETSS Teacher provides Part Time ICT Services to ELL students with IEP's. Moreover, our SWD also receive AIS Services in addition to all other services they are entitled to. They are invited to attend Saturday Academy, our IReady Math and our Early Morning Tutorial Program, as well as participate in our Title III Program. Students in Self Contained settings also participate in as many less restrictive environments as possible. Instruction during ENL is all inclusive as they engage with children from other GE classes. Moreover, there are children who are mainstreamed into GE classes for reading, writing and math. Please note that every child has a personal goal, these goals are fluid, thus as they attain the goal, they continue to grow.

Native language support is offered to all children within the context of the classroom to make content comprehensible and to

enrich language development through multi lingual and multi cultural libraries. Within the school community we utilize all resources available to lift comprehension, for example children serve as language brokers, staff serve as language brokers and translators, and we work closely with the community and parents to lift understanding and clarify content that needs to be unpacked. Science and Social Studies are not only integrated within the literacy curriculum, but also taught as a content area. Science is hands on and inquiry based, and all children receive 2 or more periods of science a week. All vocabulary and concepts are unpacked, for example juicy words, and concepts are introduced within the context to lift understanding, the interactive and hands on experience allows them to explore and question what they are doing in small groups, this allows the teacher the ability to circulate and provide small group intervention that ensures that ELL students and all students understand what they are doing with an emphasis on developing hypotheses that they can talk and write about. In Social Studies, visuals, primary sources and artifacts are used in addition to using the smart board media to access parts of historical data to further lift the comprehension of not just our ELL students, but all students. The small group work is rigorously differentiated and teachers ensure that ELL students are focused on task by providing them with table tents, graphic organizers, and rubrics that guide their learning.

Title III Monies are also used to purchase materials for classroom use and to enhance and continue to rigorously develop the language skills of all ELL's through theatre, dance, art and music. This year we are once again planning tutorial sessions-these sessions are designed for our grade 3-5 students, the NYSESLAT data has demonstrated that writing is an area that needs to improve, thus we have early morning tutorial sessions that provide our students with coaching in writing, they are taught one or two writing structures that are used to write about reading, and they are taught the literary essay structure. The grade K-2 students engage in hands-on scientific explorations and research with emphasis on informational literature and supported by a variety of video and audio components, games, educational activities and observations. As a school wide project school, ELL's are included in everything we do that enriches the student's scholarly lives.

Students with disabilities and Long term ELL's are carefully monitored by the Inquiry Team. Formal and informal observations by classroom teacher and other staff, intensive intervention, and out reach to families are a few of the methods we use to assess and address the needs of long term ELL's. When as a school we have exhausted all means of addressing their academic needs, students are referred to the School Assessment Team for an Educational Evaluation. Experience has taught us that many of these students come from homes where the parents lack formal education in their own native language, are functionally literate and parental involvement in school is very limited not because of their limits academically, but because their work schedules consume their lives. Our goal is to find a way to address their needs and the needs of their families. All ELL students are invited to attend the Summer Success Regional Programs. Parents are invited to attend all instructional, curricular workshops provided by the school, local community based organizations and ENL Classes that might be offered locally free of charge. Parents who attend school workshops are given materials to use at home with their children, and translated materials and information are consistently sent home and provided at parent workshops. In addition, our Kindergarten and 1st grade ELL's are invited to attend the Early Morning Academy which is offered 3 times a week for an hour and provides children with the opportunity to develop their early reading/writing/thinking/conversational skills. They are also invited to participate in the Saturday Test Prep Academy. This program is offered to all students inclusive of ELL's every Saturday for 3 hours and focuses on the reading, writing and math skills they will need to develop to successfully broach the ELA and Math exams. Moreover, children in upper grades are offered a new enrichment, computer-based, interactive program IReady which allows them to practice their math skills, monitor their progress and make improvements each time they complete an assignment.

Chart

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

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

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

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



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

Chart

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

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

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

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

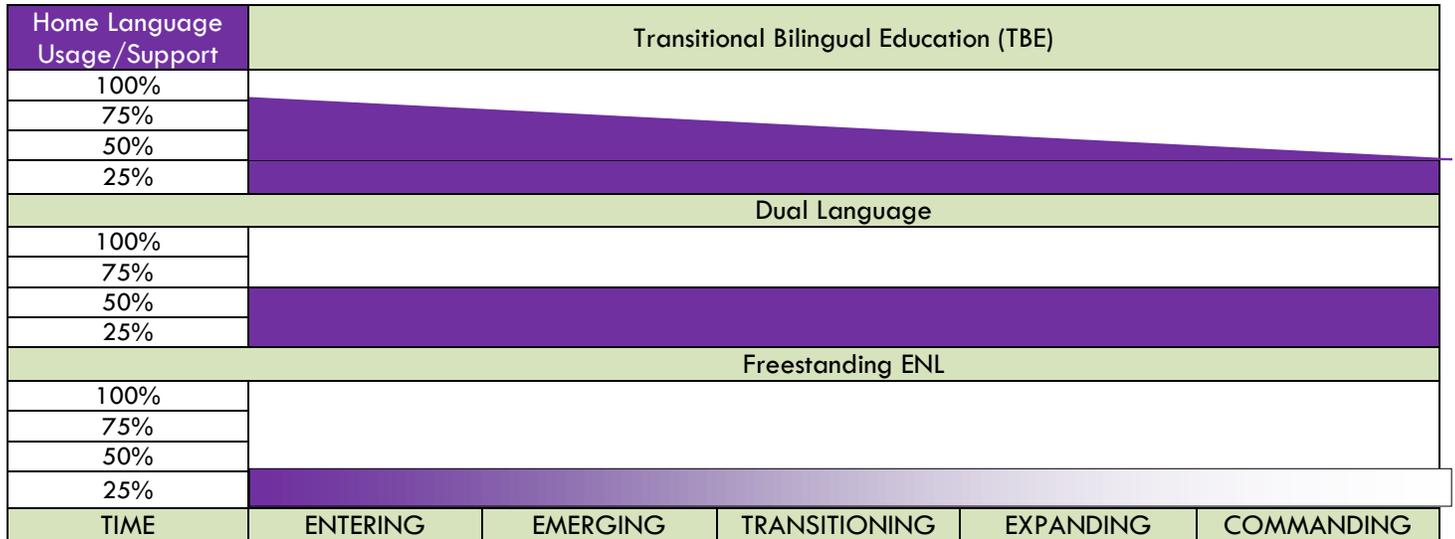


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All the children who are identified as students at risk and in need of interventions in ELA, math and other content areas are carefully grouped according to their needs and are offered additional small group support before, during, after school. They are invited to attend Saturday Academy to learn to unpack test questions and complex text. We have an AIS Teacher who pushes into classrooms to work with small groups. For grade K-1 students we have an Early Morning Academy, a tutorial program. Grades 2-5 participate in IReady Math Afterschool program and Math Reflex targeted remedial program that utilizes technology.

The following Assessment tools are used school wide:

NYSITELL

NYSESLAT

Spanish LAB-

TCRWP - Spelling Assessments / Running Records

TCRWP Genre Based Assessments Grades 2-5

Narrative Writing Continuum

Beginning, Middle and End of the Chapter/Unit Assessments in Go Math

Based on the NYSITELL, NYSESLAT and ELA Data, it is noted that our grade K-2 children, students new to the system and students with disabilities show needs in development of the oral language and early literacy skills. With this said, we are setting a standard of expectations in regard to language acquisition and development. Specifically, we want our children to be able to speak in complete thoughts and use a rich, more complex vocabulary, inclusive of the content academic vocabulary, to express their thinking, ideas and points of view not only orally but also in writing and across content areas. Therefore, this year, we are setting goals for the children that are inclusive of these needs.

NYSESLAT and ELA Data shows that ELL's in grades 3-5 need additional support in writing. For example, they need additional skills and strategies to be able to respond to literature, answer open ended questions, use specific writing structures and strategies (Boxes and Bullets, notetaking, paragraphs with several examples and supporting evidence), essay writing format and distinguishing the difference between various essays (literary, persuasive, argumentative).

All English Language Learners will be immersed in deep and rigorous academic instruction with a strong emphasis in higher order thinking skills. They will also be immersed in writing across content areas, and in addition to the ENL services, they will receive small group instruction within the context of their classrooms. They participate in our rich Title III program. It will run once a week for 2 hours. Specifically, ELL's in Kindergarten through 2nd grade will be learning scientific concepts through reading and writing that will be integrated in informational texts. They will be engaged in high interest, inquiry-based learning activities and hands-on lessons. The emphasis will be on helping children develop oral English language, build higher level of academic content specific vocabulary, learn how to unpack complex text, lift student understanding and engage in critical analysis and evaluation. Students will culminate the program by having a multicultural celebration together with their families where they will share and celebrate their projects, presentations and writing.

Students in grades 3-5 will engage in reading and writing activities that will help them learn how to accumulate text, respond to text in critical analysis of the story plot. In writing, they will be engaged in learning the 3 essay writing structures, specifically, literary essay, persuasive essay and argumentative essay. Students will be able to raise level of essay writing by working on structure, development and language conventions. The informational TCRWP Continuum will be used to assess student writing and lift quality of writing. The culmination of the program will consist of a celebration of student work.

In addition, our ELL's are invited to attend a wide array of instructional support groups which focus on reading, writing, math, and the arts. While some programs serve as remediation and offer extra practice, other programs enrich students' lives and broaden their horizons, offering all children opportunities to learn how to express themselves through dance, percussion, song writing and theater.

The AIS support service is available for our ELL's to receive assistance in small reading and math groups. Also, targeted children, inclusive of the Commanding ELL's who attained proficiency are grouped according to their needs and serviced during the Integrated ENL instruction in order to build English language skills through content area instruction in ELA, math, science and social studies in a co-teaching model.

All children inclusive of current and Commanding ELL's are invited to participate in the following programs throughout the day, after school and on Saturdays:

Early Morning Academy for grades K-1 with focus on building early literacy skills
IReadyAfterschool Math program for targeted Gr. 5 students that is also offered to other grades for remediation and enrichment
Math Reflex - targeted remedial program using technology
Saturday Test Prep Academy for grades 3-5
Saturday Early Childhood Academy for grades K-2
Reading, Writing, Math Boot Camps - strategy - based, on-going based on need
Afterschool CASA Grant - Dance and Theater program
The Arts Continuum Grant program for grades 4 and 5 - Song writing and Percussions
Title III Program from Grades K-2 (informational texts in science and social studies with emphasis on oral language development, academic content vocabulary development and reading/writing) and 3-5 (Reading and Writing with emphasis on unpacking texts, building vocabulary and comprehension, essay writing, using Depth of Knowledge and Blooms Taxonomy questions to further higher order thinking skills)

Because we only have ENL program, we do not assess children using diagnostic assessment tools for native language in TBE / DL programs, however if the situation ever arises we will make sure to access the diagnostic assessment tools necessary for placement.

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

ENL is designed around content based units which incorporate the four language skills of listening, speaking, reading and writing as well as thinking. The content materials and lessons are plan carefully with the children in mind. Lessons are scaffolded and differentiated to support every proficiency level and help students develop content and academic language. Activities include stop and jot, pair share, accountable talk, shared / interactive writing, guided and independent reading, book clubs and total physical response.

The NYSITELL and NYSESLAT test results indicate that out of 83 ELL's, 28 attained Proficiency and 29 are at the Expanding level, compared to the 10, 9 and 7 students in Entering, Emerging and Transitioning levels. These numbers show that our largest population of ELL's is making tremendous gains, growing their English language skills and move close to exiting the program and obtaining Proficiency. The numbers of ELL's become smaller as they move up the grade levels. There are only 11 ELL's in grades 3-5 compared with 44 ELL's in the lower grades.

This demonstrates that the ELL students are steadily making gains and growing linguistically and academically.

It is important to note that the number of ELL's moving into grades 3-5 is significantly decreased by the end of grade 2 when most of our K-2 ELL's obtain proficiency. Once again, this is a testament to our rigorous curriculum and our rigorous ESL program. The analysis of the NYSITELL test results show that the Expanding new admits were able to demonstrate literacy exposure. However, according to the TCRWP they need to learn letters and sounds, need to know both capital and lower case letters and need to develop a word bank of high frequency words. Running Records indicate that they lack early reading strategies, have little or no comprehension nor rich conversational skills. Our children who do speak some English demonstrate a knowledge of a social language that is basic and fundamental to surviving in their community. They also show difficulties answering literal and inferential questions. The students who fall within the Intermediate and Advanced category demonstrate some exposure to books, reading and writing. In addition, their expressive and receptive skills are more developed. Beginners in Grades 3-5 demonstrate that they had prior schooling in their native country, therefore, they possess the skills, content knowledge and background knowledge that facilitates them to participate and learn the language as they work alongside their English speaking counterparts. These children are supported within the context of their classrooms in a push in model. Students are supported in the following ways: instruction is scaffolded and differentiated to meet their needs, the content is presented in a comprehensible yet thought-provoking manner, the texts are being unpacked, and a high quality-high interest authentic literature is used to teach English within the content areas. In addition, complex texts and texts with sophisticated vocabulary are carefully chosen in order to teach the academic language, build vocabulary, increase comprehension, (Tier II and III words, shades of meaning, figurative language and complex ideas). Besides scaffolding, instruction is highly differentiated. Our ELL's benefit from the use of graphic organizers, thematic word walls, note taking techniques, bilingual dictionaries, personal word banks in all content areas, and, when necessary, the ESL teacher assists the children in their own language. We speak Spanish, Russian, Albanian, Slovak, Polish, Arabic and Turkish, and when needed and to our best ability, children are supported in both, English and their native language. Our observations show that when it comes to test taking, majority of our ELL's choose to take the test in English only. This clearly shows that by the time they approach upper grades, they become more English dominant and possess stronger language skills. The classroom teachers employ ENL methodologies in the classroom, children work in small cooperative groups as well as one-on-one during conferencing. This way, students are supported according to their needs.

Our Entering and Emerging ELL's need to build a strong body of knowledge as they become more proficient in the English language. We continue supporting this group with a Standalone and Integrating model of instruction and make sure that every

child receives the mandated time. We will continue to grow and strengthen their rigorous academic program and will continue to develop their academic language in reading, writing and math with the expectation that more and more students will obtain proficiency. Our focus for grades K-2 will be expressive and receptive language development and in grades 3-5 reading complex text and writing that is structured will be the focus. In addition, instructionally, ELL students will work in small, flexible groups, engage in work that is carefully demonstrated with one-on-one conferencing; differentiated instruction; and the use of ENL materials such as visuals, and artifacts to lift understanding and deepen skills.

The NYSITELL we have observed that many of the students are able to answer factual questions, identify letters and have the vocabulary that enables them to point and identify items on a page. We have noticed that the number of students at the Entering, Emerging and Transitioning levels have decreased and the number of Expanding and Commanding levels have increased. In fact, the number of Expanding ELL's has increased significantly in the past several years. This is a testament to our rigorous Freestanding ENL Program and our instructional program, which ensure that the needs of all students, inclusive of our ELL students, are met.

After analyzing data from the NYSESLAT test and the Annual Measurable Achievement Objectives (AMAO) Tool Estimator Warning indicators, it was noted that ALL our ELL's have made progress in English Language Acquisition at 87.50% and exceeded the targeted 66.4% for this year by 21.10% in Target #1. In AMAO Target #2, 7 students attained proficiency on the NYSESLAT with 21.88%, exceeding the targeted 14.30% with a difference of 7.58%.

This year, our numbers of newly admitted ELL's have increased. Currently, out of 55 ELL's, our largest subgroup are the ELL's in lower grades K, 1 and 2 (44 students) and 11 students in grades 3-5. Overall, we have 26 Entering, Emerging and Transitioning ELL's and 29 Expanding ELL's, as well as 28 Commanding ELL's.

Our goal with all our ELL's is to engulf them in a risk free environment that promotes student learning and social interaction, provide them with rigorous instruction in a stand-alone and integrated ENL model of instruction and offer them tools and resources that promote language acquisition in listening, speaking, reading, writing and thinking. This will help them develop English Language skills so they can succeed in core content courses and build English Language skills through content area instruction, e.g. ELA, math, science or social studies. Thus, our goals and objective are to ensure that students attain English language proficiency and receive all the support they need even after they pass the test so we address their needs, continue to grow them as learners, help them increase their academic language skills and reach higher levels of academic achievement while meeting Common Core Learning Standards.

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

Under the new CR Part 154 mandates, our ENL program will be scheduled in such a way that we service all our ELL's and provide a mandated 90 minute a week support to our Commanding students who are former ELL's for up to 2 years. We will continue offering our students the high quality, high interest and high need before, during and after school programs that will positively benefit our students and provide an array of enrichment opportunities to all of them. We look carefully at the effectiveness of the current programs we offer and would like to sustain those that prove to be the most effective and desirable as noted by staff, students and parents. We will seek new programs in technology, the arts and music that will enrich our children's lives. We plan to continue offering our families remedial programs in ELA and Math, and consider bringing in Reader's Theater, Math and Science to our ELL's afterschool. We will continue building high self esteem, citizenship, leadership and empowering school-wide decision making among our upper grade students. They are engaged in our Senior Service Committee and are accountable for various responsibilities in the school. Our teachers will be pursuing bilingual and TESOL certifications to better serve our ELL's. We will continue involving our parent constituencies, inclusive of families of ELL's in various teams and shared decision making. Our teachers are offered a variety of high quality Professional Development opportunities throughout the school year. We will continue looking for ways to acquire grants and fundraise for educational and fun programs and activities for our students and parents. Our parents will continue receiving high quality, highly informational workshops, trainings and presentations to build outreach, improve school-home connections and to involve our parents in everything their children do. This year, we made connections with several community organization and we plan to further our relationship to better serve the community and the children. We also understand and value the power of communication with our parents and always look for new ways to improve it. We plan to research alternative ways to use technology and the Internet for these purposes. We will continue prearing our students for Middle school and will plan intervisitations with the middle school teachers and administrators our students will move up to. In addition, we are always researching new ways to prepare our students for college amnd careers. We plan to offer our students multiple opportunities to meet inspirational individuals from many areas of business, arts, music, sports, politics and community services. In addition, we will continue improving and enriching our instruction delivery to meet the diverse needs of our students. With this said, we plan to involve curriculum, instructional specialists and technology experts to share best and current research-based practices and ideas with our staff and parents.

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

Currently, we are not planning to discontinue any programs//services as all of them proved to be highly beneficial to our school community.

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

As mentioned previously, all students, inclusive of ELL's and Commanding students are invited to every and all before and afterschool programs and are offered at no cost to the families. ALL students are provided with multiple choices of programs that best suit their interests, needs and benefit the children. No child is denied a program of their choice. In fact, families are encouraged to sign their children up in a program or few, and are explained how it will benefit the child. Our ELL's are always included in everything we do. Parents/guardians receive applications and information in their home language and we meet them in person to explain about the programs offered so they can make a more informed choice for their child. Our ENL teacher and our Parent Coordinator, a well as our administration and staff always provide families with time and effort to answer their questions and place a child in a program of their choice.

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.

All ELL's participate in a rigorous ENL Program which is aligned with CCLS's. A variety of materials are employed in order to teach the english language in context. The NYSESLAT, LAB R, TCRWP, ON DEMAND WRITING, BASELINE ASSESSMENTS, UNIT ASSESSMENTS and Teacher Created Assessments are used to guide instruction in ALL content areas and in English as well as in languages spoken in our school The following materials are used:

Leveled books

Non fiction libraries

Charts

Picture Dictionaries

Bilingual Dictionaries

Multi Cultural boks

Books in many languages

Big Books

Mentor Text

Graphic Organizers

Sentence Strips

Rubrics

Pocket Charts

Audio Visuals

Realia and manipulatives

Artifacts for content learning

Personal word banks

Thematic word walls

interactive games and videos

Raz kids, etc.

Books on tape

CD Players

Smart Boards

Computer Stations (in library, and all classrooms)

Cameras

Internet

Digital resources in GO MATH

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

In our ENL Program we use bilingual books, songs, poetry, assemblies for Hispanic Heritage, and story telling from around the world, our Dance Program is multi cultural and taps into stories, songs, dances from around the world. Our genre studies tap into literature, poetry, and cultural traditions from around the world.

Students are allowed to use bilingual dictionaries and glossaries at all times and during testing they are allowed to use the test in their native language if provided by the STATE. Many of our students also serve as language brokers, they interpret for parents and for students.

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

All ENL / Instructional programs are aligned to a specific age group, as we service students in grades K-5. Students are grouped according State regulations in age appropriate grades/ENL groups for services. The new entrants are administered the NYSITELL according to their grade level and time of arrival. The NYSESLAT is administered to grade bands in accordance with the State regulations. We strictly adhere to the test administration dates. All children are placed in age and grade appropriate settings and

are provided reading, writing, math, and all other materials and resources on their grade level. We use data to plan instruction and instructional materials and resources, including leveled books, supplemental texts, vocabulary words, etc. All required services and resources we offer support and correspond to ELL's ages and grade levels.

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).

Newly enrolled ELL's are welcomed to our school community with sympathy and loving care. The families immediately go through an Interview process in English and their home language. The children are assessed as needed and placed into a program of the parents' choice once the parent orientation is conducted. All children are placed into an age and grade appropriate setting. The newcomers are introduced to the teachers and class and buddied up with other students who help them acclimate to the school environment and instructional expectations. The ENL Teacher, classroom teacher, parent coordinator and school administrations ensures that the students are welcomed. They are escorted to the classroom with parents and introduced to the classroom community. Parents are invited to attend the parent orientation and it is ensured that someone is there to translate for them. This same process is applied to the students. As long as the language is one spoken in school, we communicate with that child in the language of their dominance. If we do not speak the language and we have no one to translate, we reach out to our parent constituency in hopes that they know someone who can assist us. For extended day we provide our new arrivals with one on one ESL support. The goal is to create a very comfortable transition for them, we want new arrivals to take language risks and we want to engage them with as much hands on support as possible. We use lots of photos with them, artifacts, manipulative, realia and materials in their native language. Our school is very warm and welcoming, new arrivals usually acclimate quickly.

19. What language electives are offered to ELLs?

NONE

20. For schools with dual language programs:

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

Paste response to question here:

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.)

At P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ENL Teacher conduct interactive professional development sessions. All teachers will be provided an opportunity to receive a minimum of 15% of the requirement professional development hours for all teachers as prescribed by CR Part 80 and is going to be deededicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. The ENL teacher a minimum of 50% of the required professional development hours will be dedicated to langauge acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's.

In our school, all teachers are considered teachers of ELL's. We pride ourselves with providing a high quality, rigorous professional growth opportunities to all our teachers. All teachers are kept informed of professional development opportunities focusing on language development. Our teachers employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know; when themes are developed a great deal of time is taken to build background knowledge and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL's have access to, and the use of cooperative learning techniques, small group, one on one, use of visuals, audio/video, artifacts, smart board and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. We plan to share the New Directions for ELL's, new Blueprint for English Language Learners (ELLS) Success, the New Language Arts Progressions and the new data collection tool, the AMAO Tool Estimator With Early Warning Indicators in a series of Professional Development sessions. Our teachers will become familiar with the assessments for ELL's such as the NYSITELL snd the NYSESLAT in order to better understand the demands of these tests and which skills and strategies our students need to be taught in order to meet these demands. In addition, all teachers will participate in the ENL training on best practices that emphasize differentiated instruction and careful planning to meet the needs of all our ELL's and to build the capacity of all our teachers so that they can deliver high quality instruction. These workshops are available through a variety of forums, such as Teacher's College, District based and Schools Based PD. Our ENL teacher, Mrs. Dukhovny who attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our Network ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Professional Development workshops will be offered on Monday PD days 2:45-4:00p.m.They will be conducted by our ENL teacher/Program coordinator, Mrs. Dukhovny, the Network ELL Support Specialist Mildred Cordova, teachers who will be attending and turn keying ENL PD information and the administration. The PD's will be offered to all our staff, inclusive of classroom and support personnel, paraprofessionals and service providers. Tentative topics are as follows:

The New CR Part 154, English Language Learner Policy and Reference Guide 2015-2016

Assessments: New Running Records and Reading Progress continuum

Behavior Management / RTI /

Creating a Sensory Smart Classroom Environment / Vertical Conversations driven by data

K-2 Guided Reading /Transference / Word Study

Introducing the new Blueprint for ELL's Success and the New Language Progressions

Planning Writing Tasks for ELL's with Data in Mind

Writing and STARS Planning

Small Group Work in Writing

Planning

Looking at Data: The AMAO Tool Estimator with Early Warning Indicators

ELL Assessments: NYSITELL and NYSESLAT

Instructional Strategies for ELL's with Special Needs

Preparing for the NYSESLAT, Test in Review-All Grade Band / Testing Strategies for the ELA exam

Testing Strategies for the Math exam

Overview NYSESLAT Rubrics for Scoring

A Year in Review and Implications for next year

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ESL teacher, Mrs. Dukhovny attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our District ELL Deputy Director and our ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Professional Development workshops will be offered on Monday PD days 2:45-4:00p.m. They will be conducted by our ENL teacher/Program coordinator, Mrs. Dukhovny, the District ELL Support staff, teachers who will be attending and turn keying ENL PD information and the administration. The PD's will be offered to all our staff, inclusive of classroom and support personnel, paraprofessionals and service providers.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have established a collaborative partnership with staff of the middle school who are invited to have shared sessions with our teachers and parents. Our 5th grade teachers and students are invited to visit the middle school for a transition day experience. All information disseminated to students and parents to assist them in the transition process is in their home language or orally translated with the use of the Interpretation and Translation Unit when necessary. ENL teacher provides staff with PD sessions based on adolescent needs, the middle grades concept, diversity (cultural, academic, gender) and differentiated instruction. The conversations are on-going and the topics are derived from the needs and patterns gathered by the middle school staff as well as from the observations and inquiries of our teachers. Support is provided to all staff to assist ELL's as they move on to the middle school. Teachers and parents are offered translation services. We assist students in filing applications, writing entrance essays and helping them choose the best programs of their choice and interest. Students are getting equipped with the content and domain specific vocabulary they need to continue growing academically across content areas.
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.

As mentioned previously, at P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ENL Teacher conduct interactive professional development sessions. All teachers will be provided an opportunity to receive a minimum of 15% of the requirement professional development hours for all teachers as prescribed by CR Part 80 and is going to be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. The ENL teacher a minimum of 50% of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's. All records for professional development activities, e.g., agendas and sign in sheets are made copies of and placed in ENL Compliance binder, one is kept in the ENL binder in the main office. Records of teachers attending the PD sessions are carefully monitored throughout the year and those teachers who need to complete the mandated PD hours are offered multiple opportunities in addition to the PD trainings and workshops available in school.

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?

We are proud to say that at P.S. 38, we pay particular attention to all of our parents, and especially the parents of our growing ELL population, as we believe, "it takes a village to raise a child". Our parents know that in our school we promote and practice mutual support, cooperation and collaboration between administration, teachers and parents. All staff members make it a priority to create a safe, welcoming environment and address all the questions and concerns that might arise during the school year. In collaboration with our ENL teacher, meetings and workshops are being held throughout the school year. We utilize the Parent Tuesdays to meet with parents individually, to inform them about their child's progress, share information and data from assessments and tests, writing samples, math and other content area work samples. Parents are welcomed to our school any time that is convenient for them. We understand that our parents are working parents and make every effort to accommodate their busy lifestyles, offering them to come before, during and after school as well as on Tuesdays, our Parent days. Parents and families are encouraged and made every effort to participate in the Parent Orientation for new arrivals at the beginning of the school year upon their registration. Also, a series of workshops are offered to the parents so that they can learn more about the ENL program, Title III and other programs offered in our school for ELL students, as well as State standards, assessments and expectations. Parents are invited to attend an Annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in their native language and in English. Parents participate in all parent workshops offered at our school. They are invited to our monthly Parent As Learning Partner Days to observe and engage in a learning experience with their child. These monthly sessions are focused and give our Parents an opportunity to better understand our curriculum, our practices and how standards are integrated in everything we do. Our ENL Teacher, Mrs. Dukhovny and our Parent Coordinator, Mrs. Chow, as well as administration and staff are always available to discuss the activities that are specifically targeted to our ESL Constituency.

Prior to the commencement of the program parents are invited to a TITLE III orientation. At the orientation, they are introduced to the staff that provides services, overview program goals, specific areas to be targeted, why specific areas are targeted, how they will be addressed and how they enhance student learning and achievement. The parents will receive a schedule of when the program begins and ends, and they will also get an overview of materials that will be used. In addition, it must be noted that all our parents are invited to participate in collaborative parent-child activities, including a final assembly and student work celebration that culminates the program.

This year, we will conduct high interest/hands-on interactive Parent-Child workshops designed specifically for the parents and their children to learn and work together with guidance of the Marquis Studios resident and our ENL Teacher. These workshops will enhance our parental outreach and give parents opportunities to learn of more ways they can support their children's English language development. In particular, one of the workshops will be devoted to Book Making. All Parent engagement activities we plan are highly meaningful, comprehensive and aimed to address the needs of all of our parents and especially the parents of ELL's. We make sure to offer our parents all the materials, resources and tools they need to help their children at home. We also provide interpretation services and provide written materials in parents' home language using the Interpretation and Translation services, the automated calling system and the teachers who speak the languages. In addition, parents are encouraged to become members of the PTA, School Leadership Team, and are invited to participate in Family Nights, Parent as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. Parents are notified at our PTA Meetings, SLT team meetings and via flyers, letters, instant messenger and our school website.

Our parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists, teachers and our ENL Teacher conduct interactive professional development sessions on every grade level and in all content areas. All communication is done in parents' preferred language. We reach out to the Translation and Interpretation Unit in case no one in school speaks the language. Regardless, we establish a productive communication with our parents in respectful, caring and culturally-sensitive manner.

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. As mentioned above, the Parent Engagement activities and Professional Development workshops will be offered on Tuesdays, 2:45pm-4:00pm, our Parent days, as well as on Thursdays and other days throughout the school year. Some of the Parent

engagement activities will be offered after school and on weekends by the District level and local professionals and parent outreach organizations affiliated with the DOE. They will be conducted by our ESL teacher/Program coordinator, Mrs. Dukhovny, the District ELL Support Specialist Mildred Cordova, teachers who will be attending and turn keying ESL PD information and the administration as well as our Parent Coordinator, Mrs. Chow and her colleagues from central. In addition, we are planning a parent-child activities in collaboration with Marquis studios resident. All parents of ELL's will be invited to participate.

Some topics are as follows:

Parent Orientation for New Admits

Early Reading Strategies Workshop for parents of children in Grades K and 1

Parents as Learning Partners. Focus - Reading Workshop

Parent workshop: ELA and Math State Tests Review in the Light of CCLS's

Parents as Learning Partners. Focus - Math

Title III Parent Meeting

Parent-Child workshop "Book Making"

Parents as Learning Partners. Focus - Use of Technology in the Classroom

Parents as Learning Partners. Focus - Writing

Parentst as Learning Partners. Focus - Science

Parents as Learning Partners. Focus - Social Studies

NYSESLAT Parent Workshop

Parentst as Learning Partners. Focus - OPEN

We are proud to say that at P.S. 38, we pay particular attention to all of our parents, and especially the parents of our growing ELL population, as we believe, "it takes a village to raise a child". Our parents know that in our school we promote and practice mutual support, cooperation and collaboration between administration, teachers and parents. All staff members make it a priority to create a safe, welcoming environment and address all the questions and concerns that might arise during the school year. In collaboration with our ENL teacher, meetings and workshops are being held throughout the school year. Parents and families are encouraged to participate in the Parent Orientation for new arrivals at the beginning of the school year upon their registration. Also, a series of workshops are offered to the parents so that they can learn more about the ESL program, Title III and other programs offered in our school for ELL students, as well as State standards, assessments and expectations. Parents are invited to attend an Annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies, strategies and skills they can practice at home with their children in their native language and in English. Parents participate in all parent workshops offered at our school. They are invited to our monthly Parent As Learning Partner Days to observe and engage in a learning experience with their child. These monthly sessions are focused and give our Parents an opportunity to better understand our curriculum, our practices and how standards are integrated in everything we do. Our ESL Teacher, Mrs. Dukhovny and our Parent Coordinator, Mrs. Chow, as well as administration are always available to discuss the activities that are specifically targeted to our ENL Constituency.

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All Parent engagement activities we plan are highly meaningful, comprehensive and aimed to address the needs of all of our parents and especially the parents of ELL's. We make sure to offer our parents all the materials, resources and tools they need to help their children at home. We also provide interpretation services and provide written materials in parents' home language using the Interpretation and Translation services, the automated calling system and the teachers who speak the languages. In addition, parents are encouraged to become members of the PTA, School Leadership Team, and are invited to participate in Family Nights, Parent as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. Parents are notified at our PTA Meetings, SLT team meetings and via flyers, letters, instant messenger and our school website.

At P.S. 38, Professional development is an ongoing journey. As planned, administrators, teachers, paraprofessionals and parents will participate in staff development sessions addressing such areas as the Core Curriculum and how ELL students gain access to it. Regional ELL Instructional Support Specialists and our ENL Teacher conduct interactive professional development sessions inclusive of all teachers and staff.

In our school, all teachers are considered teachers of ELL's. We pride ourselves with providing a high quality, rigorous professional growth opportunities to all our teachers. All teachers are kept informed of professional development opportunities focusing on language development. Our teachers employ a series of methods and approaches that support our ELL's in the classroom. For example, vocabulary is carefully introduced and associated with what they know; when themes are developed a great deal of

time is taken to build background knowledge and use their schema to scaffold their learning. Teachers are provided with glossaries and dictionaries that our ELL's have access to, and the use of cooperative learning techniques, small group, one on one, use of visuals, audio/video, artifacts, smart board and hands on materials and partnerships for oral language development for accountable talk are a common practice in the school. We plan to share the New Directions for ELL's, new Blueprint for English Language Learners (ELLS) Success, the New Language Arts Progressions and the new data collection tool, the AMAO Tool Estimator With Early Warning Indicators in a series of Professional Development sessions. Our teachers will become familiar with the assessments for ELL's such as the NYSITELL and the NYSESLAT in order to better understand the demands of these tests and which skills and strategies our students need to be taught in order to meet these demands. In addition, all teachers will participate in the ESL training on best practices that emphasize differentiated instruction and careful planning to meet the needs of all our ELL's and to build the capacity of all our teachers so that they can deliver high quality instruction. These workshops are available through a variety of forums, such as Teacher's College, District based and Schools Based PD. Our ENL teacher, Mrs. Dukhovny who attends District wide PD sessions and seminars and turns key the information with administrations and staff. Our Network ELL Support Specialist, Millie Cordova visits our school and also provides PD workshops for our staff. Our Teachers attend ELL workshops and also share the information with their colleagues.

This year, Parent Engagement activities and Professional Development workshops will be offered on Tuesdays, 2:45pm-4:00pm, our Parent days, as well as on Thursdays and other days throughout the school year. Some of the Parent engagement activities will be offered after school and on weekends by the District professionals and parent outreach organizations affiliated with the DOE. They will be conducted by our ENL teacher/Program coordinator, Mrs. Dukhovny, the District ELL Specialists, teachers who will be attending and turn keying ENL PD information and the administration as well as our Parent Coordinator, Mrs. Chow and her colleagues from central. All parents of ELL's will be invited to participate.

The tentative dates and topics are as follows:

- *September 23, 2014- Parent Orientation for New Admits
- *October 6, 2015 - Early Reading Strategies Workshop for parents of children in Grades K and 1
- *October 22 - Parents as Learning Partners. Focus - Reading Workshop
- *November 10, 17, 24, 2015 - Parent workshop: ELA and Math State Tests Review in the Light of CCLS's
- *November 20, 2015 - Parents as Learning Partners. Focus - Math
- *December 8, 2015 - Title III Parent Meeting
- *December 23, 2015 - Parents as Learning Partners. Focus - Use of Technology in the Classroom
- *January 14, 2016 - Parents as Learning Partners. Focus - Writing
- *February 25, 2016 - Parents as Learning Partners. Science
- *March 17, 2016 - Parents as Learning Partners. Focus - Social Studies
- *March 26, 2016 - NYSESLAT Parent Workshop
- *May 26, 2016 - Parents as Learning Partners. Focus - OPEN
- June 14, 2016 - Year in Review

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have partnered with the YMCA that holds free ESL classes for parents. We also partner with the local library where parents can take classes and attend workshops offered by the city of New York and other community based organizations. As soon as we receive any information for our parents, we make sure to make it available to them and disseminate it immediately.
5. How do you evaluate the needs of the parents?
We must note that many of our Professional Development topics for staff and parents come directly from the requests of these two groups. We generate a feedback file that illustrates the possible topics for future PD sessions they would like to learn more about. Needs assessment questionnaire is offered to all staff and parents in an anonymous form. We carefully review the needs assessments and identify common interests and topics to offer. All materials and supplementary information is carefully planned and selected to meet the needs of our teachers and parents as we make sure to offer them the best possible tools and resources they can use in the classroom and at home with their children.
6. How do your parental involvement activities address the needs of the parents?
At all of these workshops and or parent meetings we have translation available. For those families that cannot make some of the workshop or meetings and we feel a need to communicate the information with them, we communicate with them via phone conferences and they are translated as needed. Translations is oral, and in writing. We use the translation services provided by Central to translate parent handbooks, and other letters that provide information.

This year teachers are sending home monthly letters to explain unit goals in reading, writing, math and content areas, with an emphasis on what is being taught and how they can further support their children's learning at home. Parents are invited to attend annual Parent Symposium for parents of ELL's, where they have an opportunity to learn more about programs, methodologies,

strategies and skills they can practice at home with their children in English and in families' home language. All the documents, notices and meetings are offered in their home language. Parents are encouraged to become members of the PTA, and are invited to participate in Family Nights, Parents as Learning Partner days, assemblies, and all other activities and events throughout the course of the school year. We have partnered with the YMCA and we hold free ESL classes for parents twice a week.

Parents communicate to us about their satisfaction with the parental involvement activities we offer them. Our parents know that their opinions are very important to us. They share that their questions are addressed and whatever it was that they were confused or not clear, they had a much better understanding of when they walked out the school building. We consistently reiterate that we are always available for our parents and make sure that we listen carefully to all their questions, concerns and suggestions. As the saying goes, "It takes a village to raise a child" and our parents know that we are partners in this process.

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: _	
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)
Nancy Murillo	Principal		10/28/15
Teuta Ulaj	Assistant Principal		10/28/15
Mercedes Chow	Parent Coordinator		10/28/15
Emma Dukhovny	ENL/Bilingual Teacher		10/28/15
Nicole Ryan	Parent		10/28/15
Nancy Kearns	Teacher/Subject Area		10/28/15
Judith Anastasio	Teacher/Subject Area		10/28/15
	Coach		1/1/01
	Coach		1/1/01
Stacy Madaio	School Counselor		10/28/15
Anthony Lodico	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R038**

School Name: **The George Cromwell School**

Superintendent: **Anthony Lodico**

Before you begin, please check the following:

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

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

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

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

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

The Home Language Identification Survey forms and the Initial Oral Interview are used to determine language dominance of both students and parents. During the Initial Enrollment, our parents fill out a number of forms where they indicate the languages spoken at home and their language preferences for oral and written communication. Such forms include the Student Emergency Contact Blue card. Moreover, when parents come in for formal or informal conferences language dominance is also determined. Every attempt is made to communicate with parents via translations and interpretation of information, letters and flyers. Spanish, Russian, Polish, Slovak, Ukrainian, Arabic, Albanian and Turkish are spoken by the teaching staff and is available for interpretation at the school level. Forms, letters, DOE applications and forms are available in many languages and translated at the school level. Central Translation services have been used to translate forms and letters in languages other than the languages spoken and available at the school level. However, it is important to note that the staff at PS 38 is multilingual, and many of our parents, who speak a language other than my staff, are always available to assist parents. In all other cases we make every effort and take all the steps to provide our parents with a certified translator/interpreter. We call the Translation and Interpretation Services Unit for assistance when meeting with parents face to face, or have an over the phone 3-way call conference/meeting. Many of our parents indicate to us that even though, they might speak a language other than English at home, they do not read or write in that language and prefer receiving all written communication in English.

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

The major findings are that parents who speak a language other than English do need translation and interpretation services. The two languages that are of dominance within our ELL population are Spanish and Russian, however Chinese, Arabic and Ukrainian are a growing population within the school. The following are the languages spoken:

Albanian, Arabic, Cantonese, Chinese, English, Hindi, Lithuanian, Mandarin, Tagalog, Polish, Punjabi, Russian, Slovak, Spanish, Ukrainian.

Part B: Creating a Communications Calendar

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

The following are letters that require translations and that are sent out either monthly or as needed:

Handbook is posted on website (EChalk) and that is translated in many languages.

Beginning of the year letter to Parents from the school and any from Central

All letters from administration

Monthly curricular letters to parents from staff

Monthly Calendars

Parent Teacher Conferences

AfterSchool Information and Applications

Health forms

Lunch forms

All forms related to new admits

ENL Information and Parent Letters

Reminder flyers

Trip information

Letters about special programs (Title III, Saturday Academy, etc)

Testing Calendars / Testing translations in low inference languages

Phone Blasts in English and Spanish

All ELL parent letters

NYSESLAT parent letters

Information about programs offered before, after school and on Saturdays

Letters from the School Leadership

Special Education letters

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.

Face to face meetings:
Registration across all grade levels
ELL Parent Oral Interviews
NYC School Account
Surveys
Teacher Orientations / Curriculum Days
Parent Teacher Conferences
Tuesday Parent Engagement Days
Parent As Learning Partner Days
Attendance Monitor and guidance counselors contacts parents as needed
RTI / SAT / IEP Teacher round tables for RTI / SETSS / IEP Conferences / Promotional Decisions, etc.
Parent Complaints / Concerns
Parent Workshops such as; ELA / Math / Early Reading Strategies / Word Study / Science, Special Ed.,
Kindergarten Orientation, Staggered days for PRE K, PRE K Child / Parent engagement days
SIFE meeting with parents
LPT team meeting with parents of ELL's
Title III Academy parent workshop
Child/Parent workshops and trainings
ELL parent meetings and workshops
Any and all informal interactions that need to take place on the run

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.

All letters that go home from Central are downloaded in every language that is dominant and minimal in our school. Moreover, parent letters and flyers are translated at the school level in Spanish and Russian. Calendars and monthly school flyers are also posted on the school website that translates in many of the languages spoken at school. We seek the support of Central's Translation and Interpretation unit, however, they are not always responsive, and sometimes keep you waiting until they can find an available translator, especially when it is a language that they have few translators for. At the school level oral translations are available in Spanish, Russian, Ukrainian, Polish, Slovak, Albanian, Turkish, Arabic and sometimes Chinese (provided by parent). In the past few years we have noted that most families who are new arrivals to the United States come to register with translators, however if they do not, we provide them with translation at the school. We are very fortunate in that we have a multilingual staff and parent constituency who is very supportive of our multilingual community.

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.

Interpretation needs are met most of the time by our multilingual staff as well as over the phone interpreters via the Translation and Interpretation Unit. On site interpreters are always available. The Principal, the Parent Coordinator, the ENL teacher and many classroom teachers, as well as the Custodian speak most of the languages and we are fortunate to have parents who also assist when needed. For testing students who are new to the school and need translation on tests, we use the vendor, "The Big Word". This is an expensive vendor, but they have been reliable and professional.

Part D: Training Staff on Policies and Procedures

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

Our Language Access Coordinator who is also the ENL teacher conducts Professional Development trainings throughout the year where she shares all the information about communication and articulation between school and families throughout the year. The staff is trained on the use of dialing and using the Translation and Interpretation Unit for face to face and over the phone Three-Way calling. All the posters are situated outside and inside the school building in visible locations indicating to our parents about the language assistance they can receive in our school and the languages are listed. Staff is trained on the use of the language cards that serve as visuals for the parents as they come in for meetings and conferences. We carefully and diligently assess all the languages our parents prefer to communicate. Translation services are always available, the parents know about the over the phone interpretation service, and they are aware of the fact that our staff is multilingual and is always available to assist with interpretations and 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

Welcome Poster is posted at the entrance of the school, and in the main office we keep the "Parents' Bill of Rights" binder and parents have access to it. We ensure that all information in regard to translations and interpretation services are shared with parents, via posters, letters, at PTA Meetings, SLT meetings, etc. Our families know that we find ways to communicate with them and that there are services available to them to assist as needed.

Part F: Monitoring and Quality Control

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

The school will develop a survey to gather feedback on the quality of translation and interpretation services. Parents are always asked for their feedback on the quality and availability of the information they receive in their language at meetings, conferences, workshops and trainings and how can we improve them. All the parental feedback is communicated to the administration and staff/teams so that everyone is on the same page and is using all strategies and steps to meet the language translation needs of our parents.