

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

|                            |                              |
|----------------------------|------------------------------|
| <b>DBN: (i.e. 01M001):</b> | <b>10X008</b>                |
| <b>School Name:</b>        | <b>P.S. 008 ISSAC VARIAN</b> |
| <b>Principal:</b>          | <b>ROSA MARIA PERALTA</b>    |

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Public School 008X School Number (DBN): 10X008  
Grades Served: K - 5  
School Address: 3010 Briggs Avenue, Bronx, NY 10458  
Phone Number: (718) 584-3035 Fax: (718) 584-7376  
School Contact Person: Claudia Tahiraj Email Address: CTAHIRA@SCHOOLS.NYC.GOV  
Principal: Cynthia Pacelli  
UFT Chapter Leader: Doris Biel  
Parents' Association President: Christopher Saxton  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: (718)741-5852 Fax: (718) 741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1 Fordham Plaza, Bronx,  
NY 10458  
Director's Office Address: \_\_\_\_\_

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JRuiz2@schools.nyc.gov

Director's Email Address:

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(718) 828-7776; (718) 741-8895

(718)828-6280

Phone Number:

Fax:

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

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

### Directions:

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

| Name              | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|-------------------|---|-------------------------|
| Claudia Tahiraj   | *Principal or Designee  |                         |
| Cynthia Pacelli   | *UFT Chapter Leader or Designee   |                         |
| Doris Biel        | *PA/PTA President or Designated Co-President  |                         |
|                   | DC 37 Representative (staff), if applicable   |                         |
| Glenda Rodriguez  | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                   | CBO Representative, if applicable   |                         |
| Vicky Cruz-Malave | Member/Parent Representative  |                         |
| Jasmine Gonzalez  | Member/ Parent Representative   |                         |
| Adrian Balliu     | Member/ Parent Representative   |                         |

| Name               | Position and Constituent Group Represented | Signature<br>(Blue Ink) |
|--------------------|--|-------------------------|
| Jemely Rosario     | Member/ Teacher Representative             |                         |
| Christopher Saxton | Member/ Chairperson                        |                         |
|                    | Member/ Co-Chair                           |                         |
| Roseanne McCosh    | Member/ Teacher Representative             |                         |
|                    | 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.

### **Contextual Information About the School Community**

Public School 8, the Isaac Varian School, is an elementary school in the Northwest Bronx. Our community is located in the Norwood section of the borough and is part of Bronx Community Board 7. The racial makeup of the neighborhood is 9.87% (3,998) Non-Hispanic White, 17.93% (7,262) African American, 10.99% (4,451) Asian, 0.09% (264) Native American, 0.02% (9) Pacific Islander, 1.50% (611) from two or more races; and 58.73% (23,785) of the population are Hispanic or Latino of any race with 21.17% of these being Puerto Rican and 8.84% Dominican. 46.15% of the population speaks Spanish at home, either exclusively or along with English. Other languages spoken at home by more than 0.5% of the population of Norwood include Tagalog (1.89%), Urdu (0.93%), Korean (0.79%), French (0.68%), Serbo-Croatian (0.69%), Chinese (0.60%) and Gujarati (0.58%). In addition, 2.69% speak "Other Indic languages" (mainly Bengali), 2.47% speak "Other Indo-European languages" (mainly Albanian), 0.85% speak "African languages", and 0.56% speak "Other Slavic languages" (mainly Serbo/Croatian).

### **Unique, Important Characteristics**

Serving 1129 students in grades Kindergarten through 5th, our school building is operating at 126% of capacity. The school's population is comprised of 11% Black, 76% Hispanic, 7% White, and 5% Asian students. The student body includes 26% English Language learners (ELLs) and 26% Special Education Students. The average attendance rate for the school year 2014-2015 was 93%. Minority enrollment is 92% of the student body (majority Hispanic), which is more than the state average of 53%. 85% of our students are eligible for free lunch while 5% are eligible for reduced fee lunch. The school boasts a low turnover of pedagogical staff of 1% to 4% over the last five years.

### **Mission Statement**

We believe that all children can and will learn in a nurturing, safe, and risk-free environment where they are challenged to the maximum of their potential. We are committed to a school-home partnership through which students are supported to meet high standards of excellence. This philosophy is extended to our entire and diverse school population, including our bilingual, ESL, and special needs students, as well as to our staff, parents and the community at large. Our mission is to provide an educational setting, where children will discover their own uniqueness, personal worth, and academic potential.

### **Collaborations, Partnerships, Special Initiatives**

Collaboration with Montefiore Medical Clinic to meet the medical and mental health needs of the students; Partnership with the firm Anchin, Block & Anchin that provides 5th grade career education and educational resources and materials; Partnership with Teachers College for professional and curriculum development; Partnership with Manhattan College for student teaching.

### **Special Student Populations**

Our special student populations include: Special education students whose instructional programs are driven by their IEPs (Individualized Education Plans), English Language Learners identified by their HLISs (Home Language Survey) and

NYSITELL (New York State Identification for English Language Learners), students in need of or already receiving RtI (Response to Intervention) services identified through teacher recommendations, AIS (Academic Intervention Services) or struggling students identified by the NYS cut-off benchmark scores, through teacher recommendations and parent feedback, and Students in Temporary Housing (STH).

### **Specific Needs**

**Special Education**– Individually planned teaching programs that support students in accessing the curricula including but not limited to adapted content, modified environment, specialized providers (OT/PT, Speech, Hearing), specialized equipment, adjusted timelines, customized end products, alternate assessments, and parent engagement.

**English Language Learners** – Accelerated oral language development, content based ESL instruction that promotes the learning of the language of academic discourse, integration of heritage cultures and languages wherever possible, instruction that is integrated with the classroom program and supported through best practices techniques such as visual aids and differentiated instruction, narrowing the achievement gap between ELLs and non-ELLs through supplementary remediation and enrichment programs, and parent engagement.

**RtI and AIS Students**: Early identification of learning needs, interventions at increasing levels of intensity to accelerate their rate of learning, close monitoring of performance levels, instruction that is modified and integrated with classroom instruction and data driven, and parent engagement.

**Students in Temporary Housing**: Immediate enrollment of students, academic performance assessments, equal access to all school programs and services, family assistance, parent engagement.

**Framework for Great Schools Most Improved Goals** – In the areas of Rigorous Instruction, Supportive School Culture, Collaborative Teachers, Alignment of Curricula to CCLS and High Expectations we are “Well Developed.” The engaging and demanding curricula is coherent across subject areas, accessible to our diverse learners and aligned to CCLS. Teachers regularly and systematically meet to analyze key elements of classroom practices and assessment data for subsets of students. The bar of excellence is regularly raised for staff, students and families through high but achievable expectations for staff, students and families.

**Framework for Great Schools Focus for 2015-2016**: Based on the instructional shifts and Danielson’s Framework for Teaching, we seek to further strengthen teacher pedagogy with an emphasis on establishing high standards of student achievement in every classroom to ensure that students are accelerating toward mastery of content and standards. We will continue to deliberately align curricula with the Common Core Learning Standard to reflect engaging and meaningful tasks that meet the needs of all learners, reflect how students learn best, and maximize opportunities for student driven instruction and student ownership of their learning

## 10X008 School Information Sheet

| School Configuration (2014-15)                                  |                           |   |      |   |
|---|---------------------------|---|------|---|
| Grade Configuration   | 0K,01,<br>02,03,<br>04,05 | Total Enrollment                                | 1125 | 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  | 84.9%                     | % Attendance Rate                               |      | 91.1%   |
| % Free Lunch  | 86.5%                     | % Reduced Lunch                                 |      | 5.0%  |
| % Limited English Proficient                                    | 27.2%                     | % Students with Disabilities                    |      | 23.2%   |
| Racial/Ethnic Origin (2013-14)                                  |                           |   |      |   |
| % American Indian or Alaska Native                              | 0.5%                      | % Black or African American                     |      | 11.7%   |
| % Hispanic or Latino  | 75.2%                     | % Asian or Native Hawaiian/Pacific Islander     |      | 5.1%  |
| % White   | 6.9%                      | % Multi-Racial                                  |      | N/A   |
| Personnel (2014-15)   |                           |   |      |   |
| Years Principal Assigned to School (2014-15)                    | 7.33                      | # of Assistant Principals (2014-15)             |      | 3   |
| # of Deans (2014-15)  | N/A                       | # of Counselors/Social Workers (2014-15)        |      | 4   |
| Personnel (2013-14)   |                           |   |      |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                       | % Teaching Out of Certification (2013-14)       |      | N/A   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.1%                      | Average Teacher Absences (2013-14)              |      | 10.79   |
| Student Performance for Elementary and Middle Schools (2013-14) |                           |   |      |   |
| ELA Performance at levels 3 & 4                                 | 24.1%                     | Mathematics Performance at levels 3 & 4         |      | 32.3%   |
| Science Performance at levels 3 & 4 (4th Grade)                 |                           | Science Performance at levels 3 & 4 (8th Grade) |      | N/A   |
| Student Performance for High Schools (2012-13)                  |                           |   |      |   |
| ELA Performance at levels 3 & 4                                 | N/A                       | Mathematics Performance at levels 3 & 4         |      | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |                           |   |      |   |
| % of 1st year students who earned 10+ credits                   | N/A                       | % of 2nd year students who earned 10+ credits   |      | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A                       | 4 Year Graduation Rate                          |      | N/A   |
| 6 Year Graduation Rate  | N/A                       |   |      |   |
| Overall NYSED Accountability Status (2014-15)                   |                           |   |      |   |
| Reward  |                           | Recognition                                     |      |   |
| In Good Standing  | X                         | Local Assistance Plan                           |      |   |
| Focus District  | X                         | Focus School Identified by a Focus District     |      |   |
| Priority School   |                           |   |      |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                           |   |      |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | YES   |
| Hispanic or Latino  | YES                       | Asian or Native Hawaiian/Other Pacific Islander |      | YES   |
| White   | YES                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | YES                       | Limited English Proficient                      |      | YES   |
| Economically Disadvantaged                                      | YES                       |   |      |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | YES   |
| Hispanic or Latino  | YES                       | Asian or Native Hawaiian/Other Pacific Islander |      | YES   |
| White   | YES                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | YES                       | Limited English Proficient                      |      | YES   |
| Economically Disadvantaged                                      | YES                       |   |      |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | YES                       | Asian or Native Hawaiian/Other Pacific Islander |      | N/A   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | YES                       | Limited English Proficient                      |      | YES   |
| Economically Disadvantaged                                      | YES                       |   |      |   |
| <b>Accountability Status – High Schools</b>                     |                           |   |      |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | N/A                       | Asian or Native Hawaiian/Other Pacific Islander |      | N/A   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | N/A                       | Limited English Proficient                      |      | N/A   |
| Economically Disadvantaged                                      | N/A                       |   |      |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | N/A                       | Asian or Native Hawaiian/Other Pacific Islander |      | N/A   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | N/A                       | Limited English Proficient                      |      | N/A   |
| Economically Disadvantaged                                      | N/A                       |   |      |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                           |   |      |   |
| American Indian or Alaska Native                                | N/A                       | Black or African American                       |      | N/A   |
| Hispanic or Latino  | N/A                       | Asian or Native Hawaiian/Other Pacific Islander |      | N/A   |
| White   | N/A                       | Multi-Racial                                    |      | N/A   |
| Students with Disabilities                                      | N/A                       | Limited English Proficient                      |      | N/A   |
| Economically Disadvantaged                                      | N/A                       |   |      |   |

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

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

### Part 1 – Needs Assessment

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

A comprehensive analysis of the following data showed that students in the target grades are in need of deeper understanding and interpretation of informational content. The assessments instruments used were:

- \* New York State Assessment for English Language Arts
- \* Pre City Wide Performance Assessment (MOSL)
- \* Post City Wide Performance Assessment (MOSL)
- \* CBAs (Curriculum Based Assessments)
- \* CBMs (Curriculum Based Measurements)
- \* CCLS
- \* TC Running Records
- \* QR

#### Strengths

The curricula is engaging, rigorous in all subject areas, is accessible to diverse learners, and aligned to CCLS and content standards.

#### Needs

- Sustain and maximize alignment of curricula to CCLS
- To a greater degree, design instruction that is student driven and student “owned”
- Sustain and maximize instructional rigor vis-à-vis DOK and Bloom’s Taxonomy
- Design instruction that reflects an equitable balance between informational and narrative text
- Strengthen coherence across grades bands with attention to progression of skills and strategies from grade to grade

**Part 2 – Annual Goal**

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

By June 2016, 100% of our teachers will plan rigorous reading tasks by embedding DOK level 3/4 activities and performance tasks, to engage students in higher order thinking and discussion that will result in a 3% increase in students meeting proficiency levels as measured by student running record reading levels and performance tasks.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>                                       |
|---|---|--|---|
| <p>-Uninterrupted Reading Block</p> <p>-Daily DEAR Time</p> <p>-Continue to provide small group, guided reading support through push in providers.</p> <p>-Increase the selection of informational books in classroom libraries for all grade bands.</p> <p>-Begin before-school and Saturday ELA enrichment academies earlier in the school year (October). Infuse these programs with higher order skills and academic tasks that reflect student choices.</p> <p>-Continue our before-school ELA program for our SWDs and our ELLs that reflect instructional goals that are content based, differentiated and student driven.</p>   | <p>Grades 3-5</p>                                       | <p>Sept.<br/><br/>2015-June<br/><br/>2016</p>              | <p>* Classroom Teachers</p> <p>* OTPs (Other Teaching Personnel)</p> <p>* SETTS Providers</p> <p>* ESL Personnel</p> <p>* Grade Supervisors</p> |

|   |                   |                                     |   |
|---|-------------------|-------------------------------------|---|
| <p>-Grade/Program Supervisors will continue to monitor the infusion of higher order thinking skills and academic tasks that require demonstration of profound ideas and substantial concepts through field observations, lesson plans, and student work.</p> <p>-Align ESL instruction with classroom programs</p> <p>-Disseminate units of study to all providers of student support services so as to promote coherence among programs</p>  |                   |                                     |   |
| <p><b><u>Professional Development</u></b></p> <p>-Revise/adjust our literacy units in all grade bands to include a balance of fiction and nonfiction topics that specifically address the CCLS for reading, writing, listening, speaking and language.</p> <p>-Adjust school schedule to include weekly (Mondays) PD opportunities in six week cycles and in series that are related to ELA instruction</p> <p>-Revise/adjust our literacy units in all grade bands to include interim/quarterly assessments that will inform or drive next steps.</p> <p>-Literacy support staff (coach, staff developer, professional development team, administrator) will provide professional development support across grade bands to develop rigorous instruction aligned with the CCLS</p> <p>-Schedule additional sessions between the TC consultants and third grade teachers around “conferencing.”</p> <p>-Offer outsourced PD as available (i.e. Professional Learning Cycles offered by Borough Support Centers)</p> <p>-Grades 3-5: adjust the school schedule to accommodate weekly PD for new teachers</p> <p>-Support the School-Based Professional Learning Committee to develop PD cycles to support pedagogical practice in the teaching of reading</p> <p>-Incorporate PD sessions for paraprofessionals</p> | <p>Grades 3-5</p> | <p>Sept.<br/>2015-June<br/>2016</p> | <p>* Classroom Teachers</p> <p>* OTPs (Other Teaching Personnel)</p> <p>* SETTS Providers</p> <p>* ESL Personnel</p> <p>* Grade Supervisors</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.

Adjust funding to:

- Include 2 contracted TC consultants
- Make “before school” morning programs available
- Make ELA Saturday Academies available (all levels and all subgroups)
- Provide professional development after school
- Add additional licensed (reading) personnel to provide push-in, small group instructional support so as to reduce teacher to student ratios.
- Purchase new materials aligned to instructional units developed by teacher teams
- Allocate funding to purchase additional informational books for the school library

**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 | X | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |   | Other                |

**Part 5 – Progress Monitoring**

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

Mid-point Assessment:

1. Administration of Mid-year running record assessments and grade specific unit performance tasks
2. Teachers will plan targeted/specific conferences/small group sessions based on M-S-V- data gathered and analyzed from running records
3. Teachers will assess and reflect on practices and data collected from mid-year assessments and will revisit their findings/next steps during weekly inquiry team meetings.

**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.

The analysis in response to this element was culled from the following sources:

**Students** – Child Study/RTI meetings, formal and informal evaluations, classroom observations, student reflections, Quality Review

**Staff** – Danielson evaluations, summative conferences, teacher feedback, teacher self-reflections, Quality Review

**Parents** – surveys, Parent Coordinator feedback, Parents Association feedback, meeting minutes, SLT

reflections, Quality Review

**Strengths** –.We have deliberately put systems in place (i.e. teacher inquiry teams, professional activity periods, common planning time, RTI Plan, peer to peer professional learning opportunities, differentiated professional development, etc. ) in order to provoke pervasive alignment of all curricular domains to CCLS, content standards and instructional shifts across all grades. We have extensively disseminated, revisited and reviewed Webb’s DOK, Bloom’s Taxonomy, and Danielson’s Framework for Teaching and the CCLS at every opportunity (grade conferences, faculty conferences, individual conferences, etc.) We have also provided orientation sessions for parents to acquaint them with the demands of the curricula and state tests as well as invited families to RTI/Child Study meetings. We have uniformly trained the students in understanding, using and designing task specific checklist and rubrics to encourage self-assessment.

**Needs** – Sustain consistency in communicating high expectations through systemic efforts that include all constituencies

### **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, Relavant, and Time-bound.

By June 2016, we will promote a culture for learning that emphasizes tiered and differentiated instruction where students feel supported and challenged at various entry points as measured by teacher plans, differentiated activities and tasks, and a decrease of 5 % of students referred for RTI/Special Education services.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>                            |
|--|---|--|--|
| <p><b><u>Students</u></b></p> <p>-Streamline the RtI referral procedure to capture targeted students sooner and launch early intervention prior to a Tier III or special education referral.</p> <p>-Restructure the intervention model to include more push-in implementation so as to serve a greater number of at risk students</p> <p>-Strategically assign Push-In Guided Reading providers</p> <p>-Increase opportunities for a push-in model of intervention and support</p> <p>-Plan and Schedule before school enrichment programs to address the needs of our subgroups: SWDs, ELLs, at risk and struggling students.</p>  | <p>All students</p>                                     | <p>Sept. 2015-June 2016</p>                                | <p>* Classroom teachers</p> <p>* Support Services Providers</p> <p>* Supervisors</p>   |
| <p><b><u>Staff</u></b></p> <p>-Revise/adjust our literacy units in all grade bands to include a balance of narrative and informational topics that specifically address the CCLS for reading, writing, listening, speaking and language.</p> <p>-Design rigorous and differentiated activities and tasks that reflect Camborne’s Conditions for Learning and Webb’s Depth of Knowledge</p> <p>-Implement “Exit Slips”/”Student Reflections” in instruction to assess/evaluate effectiveness of instruction and student learning</p>  | <p>All teachers</p>                                     | <p>Sept. 2015-June 2016</p>                                | <p>* Content area specialists</p> <p>* Outsourced PD providers</p> <p>* Coaches</p> <p>* Grade Supervisors</p> <p>* Peer Coaches</p> |

|  |                    |                                     |   |
|--|--------------------|-------------------------------------|---|
| <p>-Adjust school schedule to include weekly (Mondays) PD opportunities in six week cycles and in series that are related to ELA instruction and RTi support focusing on the 5 Pillars of Reading</p> <p>-Revise/adjust our literacy units in all grade bands to include assessments and activities that are tiered and student driven (based on interest and need)</p> <p>-Administration will devise and implement schedule for year long informal and formal observations and will provide timely and evidence based feedback to teachers</p> <p>-Literacy support staff (coach, professional development team, administrator) will provide professional development support across grade bands to develop rigorous and differentiated instruction aligned with the CCLS</p> <p>-Schedule additional sessions between the TC consultants and grade teachers around conferencing and small group instruction</p> <p>-Offer outsourced PD as available</p> <p>-Adjust the school schedule to accommodate weekly PD for new hires</p> <p>-Review teacher plan books, RTI plans, student work, assessments and provide feedback aligned to Danielson’s Framework for Teaching</p> |                    |                                     |   |
| <p><b>Parents</b></p> <p>-Host school-wide parent orientations (“Meet N’ Greet”)</p> <p>-Schedule monthly “Family Nights” on a variety of topics connected to the curriculum and that facilitate learning in parent-child partnerships</p> <p>-Parent Coordinator will: ✓ seek out community resources, ✓ schedule and facilitate meetings and workshops on related topics</p> <p>-Offer informational Parent workshops on topics such as: CCLS, standardized testing, test preparation/practice, RTI, AIS, etc.</p>   | <p>All parents</p> | <p>Sept.<br/>2015-<br/>June2016</p> | <p>*Administrative<br/>Team<br/>* Parent<br/>Coordinator<br/>* Guidance<br/>Counselors<br/>* Teachers<br/>* SBST<br/>* MMCC Clinic<br/>staff<br/>* PA Executive</p> |

|  |  |  |       |
|--|--|--|-------|
|  |  |  | Board |
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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.

- Before, during, and after-school programs to support student
- Literacy support staff will provide professional development support to develop rigorous and differentiated instruction aligned with the CCLS
- Schedule additional sessions between the TC consultants and grade teachers around conferencing and small group instruction
- Review teacher plan books, RTI plans, student work, assessments and provide feedback aligned to Danielson’s Framework for Teaching

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

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

**Part 5 – Progress Monitoring**

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

Teachers will prepare rigorous activities and tasks across subject areas and students will demonstrate understanding as evidenced by performance task assessments, and student samples in portfolios

- Teachers will plan differentiated, tiered tasks and activities to address students' needs at varied entry points
- Teachers will administer mid-year assessments to monitor student progress and growth (RTi Student Profiles, TC Running Records, End of Unit Writing Task)
- RTI Team and SBST will review caseload and student reports to determine student progress and rate of referral.
- Administration will review teacher plans and conduct strategic observations with a lens on small group and differentiated instruction

**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.

#### Strengths

According to our 2014-2015 Quality Review Report, we were identified as well-developed in our efforts to engage in structured professional collaboration during our teacher teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Teacher teams are designed to develop an inquiry, data-based rationale they will study, establish both long and short term goals for a specific target population, in addition to setting learning targets. Teams will analyze collect and analyze data for the target group to inform decisions, adjust learning goals and materials, and make necessary instructional modifications and changes in teacher practice to fill learning gaps.

#### Needs

Among teacher teams, we will continue to sustain systematic analysis of key elements of teacher pedagogy and assessment data to inform decisions and adjustments to enhance teacher practice.

### Part 2 – Annual Goal

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

By June 2016, 100% of teachers will engage in professional learning in an effort to ensure that students are accelerating towards mastery of content and standards. Through collaborative professional learning communities we will improve teacher practice and student achievement as measured by teacher plans, targeted interventions, and individualized student profiles/portfolios.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>                                  | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>  |
|---|--|--|--|
| <p>-Administrative Team will use monthly grade conferences to revisit the Teacher Evaluation System for understanding and clarity</p> <p>-Budget set asides will be used to purchase outsourced PD sessions</p> <p>-Title III set asides will be used to provide PD within grant parameters</p> <p>-Budget set asides will be used to provide afterschool PD</p> <p>-Incorporate components of Danielson’s Framework for Teaching into Monday’s PD menu.</p> <p>-Assess efficacy of PD sessions through a Formal Reflection template collected at the end of each series. Impact will be evaluated through formal field observations.</p> <p>-Grade supervisors will use grade conferences to enhance understanding of the New Teacher Evaluation System</p> <p>-One-on-one, post observation meetings with Supervisor to reinforce the Danielson Framework for Teaching Rubric, and PD Mondays, based on needs and interests, on a variety of topics</p> | <p>* Classroom Teachers</p> <p>* Support Service Providers</p> <p>* Cluster Teachers</p> | <p>September 2015 –June 2016</p>                           | <p>* Building Principal</p> <p>*Assistant Principals</p> <p>*Teacher Facilitators</p> <p>* In-house Coaches</p> <p>* Outsourced Facilitators</p> |
| <p><b><u>Administrative Responsibilities</u></b></p> <p>-Conduct classroom observations to monitor implementation of the Framework</p> <p>-Review teacher plan books and inquiry team plans for evidence of the implementation of the Framework</p>   | <p>Classroom Teachers</p> <p>* Support Service Providers</p>                             | <p>September 2015 –June 2016</p>                           | <p>Building Principal</p> <p>*Assistant Principals</p> <p>*Teacher Facilitators</p> <p>* In-house Coaches</p>                                    |

|   |   |                              |   |
|---|---|------------------------------|---|
| <ul style="list-style-type: none"> <li>-Plan and conduct goal setting meetings between teachers and supervisor to differentiate objectives based on need and experience</li> <li>-Conduct pre and post observation conferences</li> <li>-Provide specific and timely feedback on formal and informal observations</li> <li>-Prepare and conduct weekly cabinet walk-throughs</li> </ul>                         | <ul style="list-style-type: none"> <li>* Cluster Teachers</li> </ul>  |                              | <ul style="list-style-type: none"> <li>* Outsourced Facilitators</li> </ul>   |
| <p><b><u>Teacher Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>-Teacher feedback and reflections vis-a –vis the Framework</li> <li>-Goal setting meetings between teachers and supervisor to identify growth targets</li> <li>-Pre and post reflections to drive next steps</li> <li>-Teacher facilitation of PD series</li> <li>-Turnkey facilitation based on outsourced PDs</li> </ul> | <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>* Support Service Providers</li> <li>* Cluster Teachers</li> </ul> | <p>Sept 2015 – June 2016</p> | <ul style="list-style-type: none"> <li>Building Principal</li> <li>*Assistant Principals</li> <li>*Teacher Facilitators</li> <li>* In-house Coaches</li> <li>* Outsourced Facilitators</li> </ul> |
|   |   |                              |   |

**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.

**Allocation of Resources**

- Adjust budget to fund the purchase of the researched based materials such as professional books
- Set aside funding to accommodate the training of specific pedagogical constituencies, i.e., science teachers, physical education teachers and special education providers
- Prepare a schedule for formal and informal observations

**Professional Development**

- Set aside Monday PDs for series implementation
- Identify dates for outsourced PDs
- Identify facilitators for in-house and outsourced PDs
- Turnkey training of outsourced PDs

**Administrative Responsibilities**

- Strategic scheduling to accommodate teacher team/inquiry team meetings
- Schedule IPC (Initial Planning Conferences)
- Prepare a schedule for formal and informal observations
- Each supervisor randomly gathers teacher plan books/inquiry notes for review of evidence of the domains of the Framework and student progress/achievement
- One on one meetings are scheduled to discuss, clarify and/or adjust goals with teachers
- Administrative cabinet meets to plan grade conferences and discuss evaluations.
- Immediate supervisors meet monthly with their respective grade teachers.
- Accommodate teacher initiated requests for opportunities offered away from the school building

**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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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

By February 1st, all teachers will have collaborated (through inquiry teams) in the analysis of student data and the design of tasks and activities that address students’ needs in at least three ELA units of studies. Evidence of units that have been developed/revised will include: a clear rationale, essential and guiding questions, alignment with CCLS, resources and materials, differentiated/tiered activities/interventions, assessments, and next steps. Additionally, supervisors will meet with inquiry team facilitators mid-year to discuss and assess attainment of short-term goals, evidence of student progress, and changes in teacher practice/unit plans.

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

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

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

### **Part 1 – Needs Assessment**

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

**Strengths** – According to our 2014-2015 Quality Review Report, school leaders consistently communicate high expectations to all staff and provide varied professional opportunities to establish a culture for learning. School leaders consistently encourage participatory self-assessment to celebrate strengths and identify areas in need of further development. Grade supervisors partner to formally and informally observe teacher practice and reach a consensus on final evaluations and identify grade leaders that serve as liaisons between the administration and the grade.

**Needs** – Based on the 2014-2015 School Quality report, the leadership team will develop transparent, collaborative systems through clear dissemination of goals, expectations and opportunities for professional growth. Provoke in depth and authentic self-assessments through strategic and effective questioning for measuring progress towards interim and long term goals and making adjustments

### **Part 2 – Annual Goal**

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

By June 2016, 100% of school leaders will promote an environment where defined systems and open communication is used to support teachers in using best practices to promote inquiry based decisions to support student learning as evidenced by feedback shared to teachers about their practice on informal and formal observation reports.

### **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>   | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>-Strategic scheduling to accommodate regularly scheduled team meetings organized by grade level and discipline.</p> <p>-Define and share school-wide plan and protocols for Inquiry Study</p> <p>-Monthly meetings with grade leaders to share school wide professional development plan, feedback from grade level observations of inquiry team meetings, and Learning Walks.</p> <p>-Strategic scheduling to insure supervisory participation in team meetings</p> <p>-Strategic planning to incorporate the sharing of successes and challenges with the staff at large (i.e. staff conferences and written feedback)</p> <p>-Classroom observations to monitor impact of inquiry team work, professional learning, and unit planning</p> <p>-Review of student work to evaluate impact of inquiry team work, professional learning, and unit planning</p> <p>-Adjust supervisory schedules to accommodate partnerships for teacher evaluations</p> <p>-Identify grade leaders that serve as liaisons between the administration and the grade.</p> <p>-Strategic scheduling to accommodate weekly planning and articulation periods for grade leaders</p> | <p>All teachers</p> <p>All Supervisors</p>                     | <p>October 2015 to June 2016</p>                                  | <p>All Teachers</p> <p>All supervisors</p>   |

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|---|--|--|--|
| -Engage in collaborative work and planning with teachers during professional activity periods, inquiry teams, and extended professional learning time on Mondays. |  |  |  |
| -Plan Learning Walks with a strategic focus to inform leadership decisions about student learning and teacher practice  |  |  |  |
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**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Strategic design of Professional Learning Time on Mondays (i.e. inquiry teams followed by professional learning sessions)  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Weekly cabinet meetings focused on developing consistency and quality teacher feedback about their practice obtained from both informal and formal observations                                |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Adjust funding to allow for consultant support   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Invest in per session activities to support curriculum planning and professional learning  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| -Encourage school leaders to participate in professional learning opportunities offerings to support Administrative growth  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 1st, 2016:  |
| 1)100% of teachers will have participated in one mandated Initial Planning Conference and one mid-year conferences to discuss professional goal/s, student progress, and professional growth in practice                                      |
| 2)100% of teachers will have been evaluated by supervisory partnerships a minimum of two times as evidenced by supervisor schedules   |
| 3) At least 50% of staff will have participated in planned Learning Walks and/or intervistiations with administration to promote professional learning and change in teacher practice.  |

**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.

**Strengths** – Based on feedback shared on 2014-2015 Quality Review Report, the school offers varied and plentiful opportunities for parent participation. During the school year there are many opportunities for community engagement via parent workshops (i.e. CCLS, standardized testing, test preparation/practice), family nights, parent classes (ESL, GED). Parent engagement is extended to offer parents Yoga classes, parenting sessions on social/emotional child development, etc.

**Needs** –Based on the 2014-2015 School Quality Snapshot, there is a need to Increase parent participation through the scheduling of venues that are responsive to parent constraints and focused on improving a transparent and collaborative relationships focused on student learning and achievement.

### Part 2 – Annual Goal

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

By June 2016, we will expand opportunities for parent engagement within the school so that parents and families feel welcomed and encouraged to engage with the school in order to strengthen the home-school connection that will impact learning; and result in a 15% increase in parent involvement as measured by attendance at invited activities/venues.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>     |
|--|---|--|---|
| <p>-Before the beginning of the new school year (August) invite incoming Kindergarten families to an open house for welcome and orientation.</p> <p>-In September 2015 schedule and hold parent orientation meetings by grade.</p> <p>-From October 2015 to June 2016, offer informational Parent workshops on topics such as but not limited to: the CCLS, standardized testing, test preparation/practice, and home support with the CCLS</p> <p>-From October 2015 to May 2016, schedule and hold monthly "Family Nights" on a variety of themes aligned to grade specific units of study across all content areas</p> <p>-From October 2015 to June 2016, the Parent Coordinator will schedule and facilitate meetings and workshops on topics such as: understanding standardized testing, preparing children for exams, test taking strategies, understanding the CCLS, understanding student report cards.</p> <p>-From November 2015 to June 2016, offer GED and/or ESL Parent Classes in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.</p> <p>-From October 2015 to June 2016 translation and interpretation services will be available for "Family Nights" and Workshops.</p> <p>-From October 2015 to June 2016 parents are invited to writing celebrations and our Curriculum Expo to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.</p> | <p>All parents</p>                                      | <p>September 2015-June 2016</p>                            | <p>School Leadership<br/>Parents' Association<br/>Parent Coordinator<br/>Guidance Counselors<br/>Teachers</p> |

|   |  |  |  |
|---|--|--|--|
| <p>-During parent teacher conferences in September 2015,</p> <p>-November 2015, March and May 2016, distribute DOE information and materials on a variety of topics.</p> <p>-Hold our annual Scholastic Book Fair during parent teacher conferences. The librarian is available to make suggestions and recommendations.</p> <p>-Hold our annual Curriculum Exposition to highlight students' work.</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.

1. Parent meetings will be staggered in September 2015 to accommodate the “Meet N Greet” sessions.

The school auditorium will be made available for this purpose.

2. Clinic registration will be promoted through flyers, parent letters, orientation meetings, and one to one meetings with school personnel

3. Field trips will be cleared and scheduled by the Administration and classroom teachers. Parent chaperones will be recruited by classroom teachers at a ratio of 10:1.

4. Use support from the Councilman’s office to enhance our parent activities

5. Identify themes, dates, facilitators, resources and materials for Family Nights.

6. Parent Coordinator disseminates information to parents concerning community services, PC schedules and facilitates workshops on a variety of topics.

7. Pedagogical Staff designs, identifies and presents workshops on academic topics.

8. Title III funding is used to offer GED and ESL classes one day per week for 1.5 hours per session.

9. Written correspondence will be translated.

10. Oral translations will be made available.

11. Collect information regarding upcoming events by classroom or subgroups. Create a user friendly

calendar to publicize information month by month

12. Update school website monthly to highlight upcoming events

13. Building Principal meets with the PA Executive Board to discuss matters of interest or concern and share school information

14. During special events, the Assistant Principal for technology will maximize parent participation by televising live events on the lobby monitor. The monitor is also used to celebrate past events as well as promoting upcoming events.

15. Conduct translated orientation meetings with parents to share the results of the NYC Progress Report

16. Before the beginning of the new school year (August) invite incoming Kindergarten families to an open house

17. PC holds meetings to explain and encourage parents to be volunteers through the Learning Leaders program

18. Building Principal meets with the PA Executive Board and the PC to reflect on and evaluate parent activities.

**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 | X | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |   | In Kind           |   | Other                |

**Part 5 – Progress Monitoring**

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

By February 1st there will be a 5% increase in parent participation in activities over previous participation of similar kind and category.

**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.)  |
|---|--|--|---|--|
| <b>English Language Arts (ELA)</b>          | -End of year data provided on student Pink/Blue articulation cards<br><br>-Beginning of year benchmark data (TC running records, baseline writing sample)<br><br>-Review of RTI reports to determine continuation of services<br><br>-NYS ELA benchmark scale scores | <u>Grades K-2</u><br><br>* Guided reading<br><br>* Shared reading<br><br>* Independent reading<br><br>* Interactive Writing<br><br>* Shared Writing<br><br>* Select portions of Foundations Program with targeted students<br><br>* ESL Literacy Program * (1 & 2)<br><br>* Content Based Literacy<br><br>* RtI<br><br><u>Grades 3-5</u><br><br>* Guided reading<br><br>* Shared reading | <u>Grades K-2</u><br><br>Small group<br><br>Whole Group<br><br>Cluster Teachers<br><br>Special Services<br><br>Providers – SETSS, ESL<br><br><u>Grades 3-5</u><br><br>Small Group<br><br>Whole Group<br><br>Cluster Teachers<br><br>Special Services<br><br>Providers – SETSS, ESL<br><br>Reading Specialists | Grades K-2<br><br>* Before School<br><br>ESL (1 & 2)<br><br>During the school day<br><br><u>Grades 3-5</u><br><br>* Before School<br><br>During the school day |

|                           |   |  |   |  |
|---------------------------|---|--|---|--|
|                           |   | <ul style="list-style-type: none"> <li>* Independent reading</li> <li>* Interactive Writing</li> <li>* Shared Writing</li> <li>* Saturday Literacy Academy</li> <li>* Rtl</li> <li>* Wilson Multisensory</li> <li>* Early Morning program – grade3-5,</li> <li>* Early Morning program – grade3-5</li> <li>SWDs</li> </ul> |   |  |
| <p><b>Mathematics</b></p> | <ul style="list-style-type: none"> <li>-End of year data provided on student Pink/Blue articulation cards</li> <li>-Beginning of year benchmark data (placement test)</li> <li>-NYS Mathematics benchmark scale scores</li> </ul> | <ul style="list-style-type: none"> <li><u>Grades K-2</u></li> <li>ESL Morning Math Program (1,2)</li> <li>* Envision Math</li> <li>Literature Based Math Instruction</li> <li><u>Grades 3-5</u></li> <li>Guided Math</li> <li>Literature Based Math Instruction</li> <li>Saturday Math</li> </ul>                          | <ul style="list-style-type: none"> <li><u>Grades K-2</u></li> <li>Small Group</li> <li>Whole Group</li> <li>Math Based</li> <li>Literature</li> <li>Integrated</li> <li>Instruction</li> <li><u>Grades 3-5</u></li> <li>Small Group</li> <li>Whole Group</li> <li>Math Based</li> </ul> | <ul style="list-style-type: none"> <li><u>Grades K-2</u></li> <li>*Before School</li> <li><u>Grades 3-5</u></li> <li>During School Day</li> <li>Saturdays</li> </ul> |

|                       |  |  |   |   |
|-----------------------|--|--|---|---|
|                       |  | <p>Academy</p> <p>Early Morning</p> <p>Math Program for<br/>SWDs</p> <p>*Early Morning<br/>program – grade 4<br/>&amp;5, levels 1 &amp; 2.</p> <p>*Thematic<br/>Instruction</p> <p>* Enrichment Math</p>   | <p>Literature</p> <p>Integrated<br/>Instruction</p>   |   |
| <p><b>Science</b></p> | <p>- NYS Science<br/>Performance Test:<br/>Grade 4</p> <p>-Formative and<br/>summative<br/>assessments</p> <p>-FOSS Unit<br/>Assessments</p> | <p>*Science<br/>enrichment program<br/>(Grade 4)</p> <p>*Cluster programs<br/>will be aligned to<br/>the CCLS and<br/>Depth of<br/>Knowledge levels.</p> <p>*Cluster programs<br/>for grades K-5<br/>focus on<br/>interpreting written<br/>material as well as<br/>performing hands-<br/>on experiments and<br/>labs. Across the</p> | <p>Small Group</p> <p>Whole Group</p> <p>Science Based<br/>Literature</p> <p>Integrated<br/>Instruction</p> | <p>During School Day</p> <p>Saturdays</p> |

|                              |   |  |   |                          |
|------------------------------|---|--|---|--------------------------|
|                              |   | <p>grades, additional time has been scheduled for class groups to examine a hypothesis and prove or disapprove it through labs that include research, manipulatives and scientific tools.</p> <p>Beginning in March, our fourth grade classes will be schedule for more lab time.</p> <p>* Literature Based Science Instruction</p> <p>* Saturday Science Academy for fourth grade students begins in May 2015</p> |   |                          |
| <p><b>Social Studies</b></p> | <p>-Writing on Demand</p> <p>-Formative and Summative Assessments</p> | <p>The focus of grades K-2 will be on the development of social studies vocabulary and</p>   | <p>Small Group</p> <p>Whole Group</p> <p>Social Studies</p> <p>Based Literature</p> <p>Integrated</p> | <p>During School Day</p> |

|  |  |  |             |  |
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|  |  | <p>content understandings as well as literacy.</p> <p>*The units of study will be aligned to the CCLS, DOK levels and the NYC Scope and Sequence.</p> <p>* The emphasis of the instructional program emphasis will be on content understandings and document interpretation for grades 3 - 5.</p> <p>*The units of study will be aligned to the CCLS, DOK levels and the NYC Scope and Sequence.</p> <p>*Guidance will be provided in reading authentic historical</p> | Instruction |  |
|--|--|--|-------------|--|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>documents,<br/>constructing short responses and writing convincing, well organized essays.</p> <p>* Literature Based Social Studies Instruction</p>  |  |  |
| <p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>-Initial Planning Meeting with School Mental Health Clinic, SBST, Guidance Counselors, and Administration</p> <p>-Teacher Reports/Parent Outreach</p> | <p>* 2 counselors to address students' needs</p> <p>*Coordinated/aligned efforts between guidance counselors, parent coordinator and administrators to support students at risk.</p> <p>* Rtl Team Meetings to discuss support and prepare intervention plans for children at risk.</p> <p>* Counselor-</p> | <p>Large Group Conferences with parents</p> <p>Small Group Conferences</p> <p>One-to-one Rtl meetings with providers, counselors, parents</p> <p>One on one counseling with students</p> <p>Small Group Counseling</p> | <p>On going</p> <p>During the school day</p> <p>After School</p> |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>Teacher articulation to align student support will be increased as follows:</p> <p>K – 2: two times per week, 3-5: two times per week.</p> <p>* Counselor-<br/>Teacher articulation to align student support</p> <p>* Networking with outside agencies for referrals of students in need.</p> <p>* Support from Mosholu-<br/>Montefiore Clinic for students in need of counseling</p> <p>* Proactive approach by having parent workshops and conversations with parents on</p> |  |  |
|--|--|---|--|--|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>topics of their interest.</p> <ul style="list-style-type: none"><li>* Individual and group counseling as well as in-classroom interventions for children at risk.</li><li>* Counselor-Teacher articulation to align student support</li><li>* Networking with outside agencies for referral of students in need.</li><li>* Addition of IEP driven bilingual guidance counselor</li></ul> |  |  |
|--|--|---|--|--|

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <p><b><u>Recruitment and Retention</u></b></p> <p>For the past five school years, the teacher turnover rate has been less than 1%. Retention is credited to our ability to develop, nurture and provide our teachers with extensive professional development and opportunities to engage in collaborative learning to support their growth. We recruit candidates from local colleges and universities and have been successful in hiring student teachers from their respective pre-service programs.</p> <p><b><u>Assignments and Support</u></b></p> <p>Every teacher participates in: *goal setting meetings and professional planning conferences with supervisors. Teachers meet with grade supervisors two times per year (at minimum) to set professional goals that identify areas for growth and development in their craft (pedagogy &amp; methodology), maximize knowledge and understanding of the Common Core Learning Standards and the Teacher Evaluation System and identify ways that supervisors can support this growth and development. *</p> <p>New Teacher Mentors, * New Teacher Mentor period embedded into the school mentor schedule</p> |

#### 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).   |
| <p><b><u>Professional Development Opportunities:</u></b></p> <p>In- house coaches for math &amp; literacy present workshops and model strategies. Grade-specific curriculum is developed and adapted by the in-house literacy coach, the AP for curriculum, the TC Consultant, and grade leaders. The Professional Learning Team Committee includes teachers, UFT representatives, and administrators. The purpose</p> |

of this committee is to develop the PD menu aligned to the school's 2015-2016 instructional goals. Capacity building and leadership development is fostered through turnkey training and teacher collaboration.

### **Afterschool Professional Development**

Meetings are held to extend the conversations addressed in the forums cited above. Other opportunities include: Teachers College workshops, OELL (teachers of ELLs), Wilson workshops (Special Education providers), and in-house workshop series for teacher, District 10 and Bronx Borough Support Learning Center workshops of ELLs, and technology workshops. To maximize supervisory effectiveness with teachers, our administrative staff participates in: TC study groups, technology conferences, District 10 Professional Learning Opportunities. In addition, the following activities take place throughout the year:

- PD Mondays (Professional Learning Cycles and Inquiry Team Sessions)
- Monthly meetings with supervisors by grade
- One on one meetings with supervisors based on need and interest
- Formal and informal feedback on instruction
- Plan book feedback
- Feedback on student portfolios/growth & performance
- Peer to peer coaching through team teaching
- Push in models to support collaborative teaching
- Mentoring of new teachers
- Weekly Teacher Team Meetings

Teachers are matched to their areas of expertise, licensing and interest. Funding is adjusted to sponsor teachers to participate in activities that respond to their interests, strengths and needs so as to enhance our instructional programs.

## **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).

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**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.). |
| Early Childhood Assistant Principal in conjunction with the school’s Parent Coordinator will outreach to neighboring Pre-School Programs within DOE schools and Community Based Organizations to arrange for open-house sessions and school tours.              |

**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.   |
| Assessments chosen are aligned to CCLS and based on applicable units of study across subject areas. The in-house literacy coach, the AP for curriculum, the TC Consultant, and grade leaders adjust and modify assessments (i.e. rubrics, checklists, etc.) to address the needs of the children. |

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

| <p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p> |   |   |  |                                  |
|---|---|---|--|----------------------------------|
| Program Name  | Fund Source<br>(i.e. Federal, State or Local) | Funding Amount<br>Indicate the amount contributed to Schoolwide pool.<br>(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<br>Verify with an (X)   | Column B<br>Section Reference(s) |
| Title I Part A (Basic)  | Federal                                       | 910,853.00  | x  | Section 5                        |

|                      |         |              |   |                 |
|----------------------|---------|--------------|---|-----------------|
| Title II, Part A     | Federal | 297,373.00   |   |                 |
| Title III, Part A    | Federal | 35,792.00    | x | Section 5 and 6 |
| Title III, Immigrant | Federal | 0            | x | Section 5 and 6 |
| Tax Levy (FSF)       | Local   | 6,177,589.00 | x | Section 5       |

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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#### **Parent Involvement Policy**

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. **P.S. 8**, 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. Our 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. **P.S. 8** 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; (Newsletters, RTI/AIS Notices/Progress Reports)
- 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;

P.S. 8'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 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. State accountability system, student proficiency levels, School Quality Snapshot, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before October 30<sup>th</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

P.S 8 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)**

**P.S. 8**, 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 in September, November, March, and May, 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 October 30<sup>th</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
  - Hold monthly meetings with the PA Executive Board to discuss current issues and disseminate information

*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; “Meet and Greet” activities, Family Nights
  - Use the Parent Engagement Tuesday block to communicate with parents regarding student learning, achievement, and progress

*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>Public School 008</u>   | DBN: <u>10X008</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>142</u>  |
| Grades to be served by this program (check all that apply):   |
| <input 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<br><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>8</u>   |
| # of certified ESL/Bilingual teachers: <u>8</u>   |
| # of content area teachers: <u>      </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: Begin description here: Part B

RATIONALE: Based on the most recent standardized and/or formal assessments, our ELLs lag behind their English Proficient peers in their apprehension and appropriate application of academic language as well as the content-compatible language needed to execute domain specific tasks. To address this gap we propose enhancing our L2 programs, through Title III funding, by targeting the discipline of Mathematics, offering ELLs in grades 1-5 opportunities before school and on Saturdays to further develop their academic language of Mathematical discourse in English, and further develop their English language and literacy. That is, the participants will be strengthened in their use of content-obligatory AND content-compatible vocabulary both orally and in writing. Using domain specific literature (at no cost to the project), the program will integrate oral and written language instruction into content area teaching through scaffolded tasks and activities that require the engagement of language comprehension skills and the understanding of content concepts. Based on data-driven student needs, the program will align the new Language Arts Progressions with select Common Core Learning Standards for mathematics and ELA so as to make advances on multiple fronts at once. The program will include summative assessments for content understandings and language development. These will be forwarded to the "home room" teachers of the participants to support needs-based instruction in the classrooms. The before-school program will be open to the following ELL levels: Entering, Emerging, Transitioning, and Expanding. Due to allocation constraints, the Saturday program will target students on the Transitioning, Expanding and Commanding levels, in grades 2 & 3.

The program opportunities will be structured in three modules as follows:

MODULE I: Before-school ESL for grades 1 & 2

NUMBER OF STUDENTS: 36-51 (based on enrollment); up to 3 groups

SUBGROUPS - Entering, Emerging, Transitioning, Expanding

DAYS/TIMES OF OPERATION: M-F; 7:00AM – 7:45AM; Nov.-Dec. 2014; up to 25 instructional days per group

LANGUAGE OF INSTRUCTION: English

PURPOSE: Academic language enrichment; strengthening of content-compatible language.

# and TYPES OF CERTIFIED TEACHERS: 3 Bilingual or ESL certified teachers

MATERIALS: Content Based, Domain Specific Literature (at no cost to the project)

MODULE II: Before-school ESL for grades 3-5

NUMBER OF STUDENTS: 36-51 (based on enrollment); up to 3 groups

SUBGROUPS - Entering, Emerging, Transitioning, Expanding

DAYS/TIMES OF OPERATION: M-F; 7:00AM – 7:45AM; Feb.-Mar. 2015; up to 25 instructional days per group

LANGUAGE OF INSTRUCTION: English

PURPOSE: Academic language enrichment; strengthening of content-compatible language.

# and TYPES OF CERTIFIED TEACHERS: 3 Bilingual or ESL certified teachers

MATERIALS: Content Based, Domain Specific Literature (at no cost to the project)

MODULE III: Saturday ELA for ELLs in grades 2 & 3

## Part B: Direct Instruction Supplemental Program Information

NUMBER OF STUDENTS: 24-40 (based on enrollment); up to 2 groups

SUBGROUPS - Transitioning, Expanding, Commanding

DAYS/TIMES OF OPERATION: Saturdays; 9:00AM – 12:00PM; April-May 2015; up to 11 sessions per grade

LANGUAGE OF INSTRUCTION: English

PURPOSE: Academic language enrichment; strengthening of content-compatible language.

# and TYPES OF CERTIFIED TEACHERS: 2 Bilingual or ESL certified teachers

MATERIALS: Content Based, Domain Specific Literature (at no cost to the project)

- SPECIFIC LEARNING ACTIVITIES, MATERIALS, & TEACHER STRATEGIES:

GRADES 1 & 2 – The mathematical instructional activities and their corresponding language goals for this grade band will include but not be limited to: 1. Use the concepts of greater than and less than and adding quantities to compare numbers and sums; develop and use strategies for computation (Math Goal), \*Compare numbers and sums; explain strategies for combining numbers (Language Goal); 2. Identify, name, and describe common two-dimensional geometric shapes and their attributes (Math Goal), \*Describe Objects (Language Goal), 3. Learn the names and values of coins and how to trade for coins of equal value (Math Goal); \*Describe quantities; explain cause and effect when trading for coins of equal value (Language Goal), 4. Gather and represent data using graphs (Math Goal); \*Describe and compare sets of data (Language Goal).

GRADES 3 – 5 – The mathematical instructional activities and their corresponding language goals for this grade band will include but not be limited to: 1. Identify and describe the features of polygons and figures that are not polygons (Math Goal), ^Develop the domain specific language to describe polygons and non-polygons; Use content compatible language to describe their attributes (Language Goal). 2. Make predictions about the probability of the outcomes of simple experiments and propose and justify conclusions that are based on data (Math Goal), ^ Make predictions, draw conclusions based on data using key vocabulary (Language Goal). 3. Describe, extend and make generalizations about growth patterns (Math Goal), ^Compare, contrast, make predictions about patterns using key vocabulary (Language Goal). 4. Compare the circumferences of circles with their diameters and draw conclusions about the relationship between the two measurements (Math Goal). ^Compare, contrast and draw conclusions using content compatible and key vocabulary (Language Goal).

- The materials to be used will be Math Based Literature including but not limited to the following titles: Grades 1 & 2 = Benny’s Pennies, The Button Box, Cats Add Up, A Pig is Big, When a Line Bends a Shape Begins.

Grades 3 – 5 = The Shape of Things, A Cloak for the Dreamer, The Greedy Triangle, Pigs Will Be Pigs, Probably Pistachio, Sir Cumference and the First Round Table.

- Teachers will: +Activate prior knowledge, +Create sentence frames that provide support for students’ use of contextualized language and key vocabulary, +Create vocabulary banks as references, +Use native language as a resource, +Have manipulative materials available, +Ask “depth of knowledge” questions that elicit explanations, +Design questions for different proficiency levels, +Use prompts that support student responses, +Provide visuals, +Pose problems in familiar contexts, +Elicit and accept nonverbal responses, +Demonstrate and model, +Use dramatizations and gestures, +Modify teacher talk.

- Professional Reference Materials – 1) Marilyn Burns Series: “Math and Literature” grades 1-5, 2) “Supporting ELLs in Math Class.”

### 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: \_

RATIONALE: Achievement data show that our ELLs are not performing at the same levels as their native English-speaking counterparts in content areas. To address the specific needs of the ELLs in our school, we will target the discipline of Mathematics. Our ELLs need to learn the content and domain specific language of mathematics. Learning is mediated through LANGUAGE. Through Title III funding, the supplementary before school and Saturday programs described in Part B will include two professional development series for two grade bands (1-2 & 3-5). The workshop series will train teachers to plan rigorous, domain specific tasks and lessons that align the New Language Progressions, and the CCLS for ELA and math by delineating TWO goals: + develop their students' abilities in English and, + develop the specific language the students need for mathematical discourse. The two grade band specific PD series will draw from the following downloadable resources: from Engage New York – \* Scaffolding Instruction for ELLs: Resource Guide for ELA, \* Scaffolding Instruction for ELLs: Resource Guide for Mathematics; from NYSED: \* New Language Progressions, \* CCLS for Mathematics & ELA.

TEACHERS TO RECEIVE TRAINING: The PD opportunities will be open to - ^Teachers working in the before school and Saturday programs for ELLs, ^Bilingual and ESL Teachers, ^Classroom teachers responsible for instructing ELLs, ^OTPs responsible for instructing ELLs, and ^SETSS Providers responsible for instructing ELLs.

SCHEDULE & DURATION: For Grade Band 1 - 2: Saturdays, Nov. 1, 8, 15, 2014; 9:00AM - 12:00PM. For Grade Band 3 - 5: Saturdays, March 7, 14, 21, 2015.

TOPICS TO BE COVERED: Using math-based literature, the foci of the series for each grade band will be to - 1) extrapolate language and literacy lessons that require reading, analyzing and writing about informational texts, 2) examine mathematical skills and concepts embedded in the language of mathematical discourse, 3) develop lesson plans and instructional tasks that: ^ are cognitively demanding, ^ involve mathematical reasoning and modeling using real life problems, ^ require the use of mathematical, content-obligatory and content-compatible language to explain student reasoning, justify postulates, defend hypotheses and/or prove student results, ^ symbiotically integrate the new ELL Progressions and the CCLS for ELA and math.

NAME OF PROVIDER: Duly licensed and certified workshop planners and facilitators: Raquel Ruppert (ESL/Bilingual Specialist, Educational Consultant), Rosa Peralta (Principal), Marilyn Serrano(Bilingual Math Coach); duly licensed and certified outsourced facilitators as available.

### 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

### Part D: Parental Engagement Activities

Begin description here: \_

- RATIONALE: It is well documented that parent participation has a direct impact on overall student achievement. ELL parents retreat from meaningful school participation due to, among other factors, language barriers and their own limited formal education. The Title III parent programs will enhance ^parents' capacity to promote their children's achievement and ^ enhance parents' confidence and ability to serve as role models for their children. To that end, we will offer a parent GED class as well as an ESL class for ELL parents. Childcare will be provided (at no cost to the project) since this has proven to optimize parent participation.

- SCHEDULE and DURATION: [GED] Wed; 2:30 - 4:00PM; Nov. 2014 - April 2015; up to 21 sessions {ESL} Thurs; 2:30 - 4:00PM; Nov. 2014 - April 2015; up to 21 sessions

- TOPICS TO BE COVERED: [GED] Language Arts, Reading, Social Studies, Science & Mathematics; Processing Information, Solving Problems, and Communicating Effectively. {ESL} Vocabulary Development, Listening, Speaking, Reading, & Writing in English

- NAME OF PROVIDER: Rosangela Pichardo [GED]; Katrina Nrekic {ESL}

- PARENT NOTIFICATION: Backpack letters, Parents' Association activities, announcement via Digital Monitor in school lobby, Monthly Calendar of school activities, School Website, Parent-Teacher Conferences, interactions with Parent Coordinator, Guidance Counselors, School Psychologist, School Social Worker.

- All written communication will be translated into the high incidence languages of the school community; namely - Spanish, Albanian, Korean, Arabic. In addition, the following school personnel will assist with oral interpretation as needed:

SPANISH - Rosa Peralta (Principal), Marilyn Serrano (Math Coach), Raquel Ruppert (ESL Coordinator), Carmen Salgado (ESL Teacher), Cristina Moya & Luz Maldonado (Secretaries)

ALBANIAN – Claudia Tahiraj (Assistant Principal), Mirjana Lukic & Katrina Nrekic (ESL Teachers)

KOREAN – Hyun Sook Chang-Lee (Math Cluster)

ARABIC – N. Mooddeen (Guided Reading), S. Suliman (Paraprofessional).

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-

### Part E: Budget

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

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

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

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

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

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> | _____           | _____   |
| Educational Software (Object Code 199)  | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |

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

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

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

## Part I: School ELL Profile

### A. School Information

|  |                      |                        |
|--|----------------------|------------------------|
| District <b>00</b>                         | Borough <b>Bronx</b> | School Number <b>8</b> |
| School Name <b>The Isaac Varian School</b> |                      |                        |

### B. Language Allocation Policy Team Composition

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

|  |  |
|--|--|
| Principal <b>Rosa Maria Peralta</b>                                    | Assistant Principal <b>Claudia Tahiraj</b>                 |
| Coach <b>Math - Marilyn Serrano</b>                                    | Coach  |
| ENL (English as a New Language)/Bilingual Teacher <b>Mirjana Lukic</b> | School Counselor <b>Jorge Mejia</b>                        |
| Teacher/Subject Area <b>type here</b>                                  | Parent <b>Veronica Pacheco</b>                             |
| Teacher/Subject Area <b>type here</b>                                  | Parent Coordinator <b>Michelle Capo</b>                    |
| Related-Service Provider <b>type here</b>                              | Borough Field Support Center Staff Member <b>Jose Ruiz</b> |
| Superintendent <b>Melodie Mashel</b>                                   | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program            | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   |   | Number of teachers who hold both content area/common branch and TESOL certification | 4 |
| Number of certified bilingual teachers currently teaching in a bilingual program  | 5 | 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      | 1 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     | 0 | Number of special education teachers with bilingual extensions                      | 1 |

### D. Student Demographics

|  |      |                      |     |   |       |
|--|------|----------------------|-----|---|-------|
| Total number of students in school (excluding pre-K) | 1144 | Total number of ELLs | 303 | ELLs as share of total student population (%) | 0.00% |
|--|------|----------------------|-----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

|  |   |                                       |
|--|---|---------------------------------------|
| Transitional bilingual education program (TBE) | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | If yes, indicate language(s): Spanish |
| Dual language program (DL)                     | Yes <input 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 # |
| <b>Transitional Bilingual Education</b> | 1 | 1 | 1 | 1 | 1 |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |   |     |   |    |
|-----------------------------|-----|---|-----|---|----|
| <b>All ELLs</b>             | 303 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 253 | <b>ELL Students with Disabilities</b>                     | 45 |
| <b>SIFE</b>                 | 10  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 49  | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 1  |

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

|              | ELLs by Subgroups                    |      |     |  |      |     |   |      |     | Total |
|--------------|--------------------------------------|------|-----|--|------|-----|---|------|-----|-------|
|              | Newcomer ELLs (0-3 years of service) |      |     | Developing ELLs (4-6 years of service) |      |     | Long-Term ELLs (receiving 7 or more years of service) |      |     |       |
|              | All                                  | SIFE | SWD | All                                    | SIFE | SWD | All   | SIFE | SWD |       |
| <b>TBE</b>   | 87                                   |      |     | 0                                      |      |     |   |      |     | 0     |
| <b>DL</b>    | 0                                    |      |     | 0                                      |      |     |   |      |     | 0     |
| <b>ENL</b>   | 166                                  | 10   | 16  | 87                                     |      | 27  | 1   |      | 1   | 0     |
| <b>Total</b> | 0                                    | 0    | 0   | 0                                      | 0    | 0   | 0   | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 13

## 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   | 22       | 24       | 24       | 18       | 23       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

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

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* EP=English proficient student

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

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

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

|  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | 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      | 18       | 27       | 29       | 26       | 31       | 29       |          |          |          |          |          |          |          | 0        |
| Chinese      |          | 1        | 3        | 3        | 1        | 1        |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      | 4        | 1        |          |          | 5        | 1        |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          | 1        | 6        | 1        | 4        |          |          |          |          |          |          |          | 0        |
| Arabic       | 1        | 2        | 2        | 3        | 1        | 3        |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          | 1        |          |          |          |          |          |          |          | 0        |
| French       |          | 1        | 1        | 1        | 2        | 2        |          |          |          |          |          |          |          | 0        |
| Korean       |          | 1        |          | 3        |          | 4        |          |          |          |          |          |          |          | 0        |
| Punjabi      | 1        |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     | 2        | 3        | 3        | 5        | 2        | 2        |          |          |          |          |          |          |          | 0        |
| Other        | 3        | 1        | 3        | 5        | 3        |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              | 17 | 1  | 8  | 9  | 15 | 3  |   |   |   |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)       | 3  | 10 | 15 | 3  | 1  | 2  |   |   |   |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate) | 3  | 7  | 10 | 9  | 7  | 17 |   |   |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)              | 21 | 26 | 23 | 18 | 11 | 18 |   |   |   |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)           |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Total                                       | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

|       | K | 1  | 2  | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|----|----|----|---|---|---|---|---|---|----|----|----|-------|
| Total | 0 | 12 | 19 | 34 | 5 | 9 |   |   |   |   |    |    |    | 0     |

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

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

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

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

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

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.
 

ELA- For all grades and students: TCRWP running records based on the National Standards and Fountas and Pinnel. For bilingual students: STARS (Strategies To Achieve Reading Success), Spanish DRA kits and the ELE. For grades 3 – 5: ELA pre and post assessment ELA assessment task, baseline, midline and end line writing samples based on the TC writing continuum, New York State ELA Assessment. For grade 2: RAI (Reading for Application and Instruction). Mathematics – For all grades: Unit and End Term Assessments, Performance Based Tasks. For grade 2: MAI (Mathematics for Application and Instruction). For grades 3 – 5: NYS Assessment in mathematics. For grade 4 – NYS Science PET test.

Curriculum-Based Assessments (CBA) for all grades - Assessment of individual student's skills and needs using classroom curriculum materials.

Curriculum-Based Measures (CBM) for all grades - Standardized, brief, timed assessments in reading, math and written expression that measure a student's status compared to peers and over time.

At the time of this writing, the performance level results for the 2015 administrations of the State Tests for ELA and Math were not available. The pass/fail information that was available is as follows: ELA: 3<sup>rd</sup> Grade = P - 18.%, F - 81.2%; 4<sup>th</sup> Grade = P - 26.1%, F - 73.9%; 5<sup>th</sup> Grade = P- 27%, F- 73%. Math: 3<sup>rd</sup> Grade = P - 23.4%, F =76.6%; 4<sup>th</sup> Grade = P - 42.9%, F - 57.1%; 5<sup>th</sup> Grade = P - 39.3%, F - 60.7%.

Results of the the NYS Science test for the fourth grade were not available at the time of this writing.

Insights and Instructional Plans – The CCLS articulate rigorous grade-level expectations focused on higher order thinking processes in the areas of speaking, listening, reading, and writing. We have planned professional development opportunities and formed teacher teams that help educators:  set up literacy-rich environments that immerse ELLs in a variety of language experiences;  plan instruction that develops foundational skills in English so that ELLs can participate fully in grade-level work;  plan learning experiences that are comprehensible for students;  plan opportunities for classroom discourse and interaction that fosters communicative strengths;  plan learning experiences that integrate language and content objectives.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

In grades K,1,2,3 and 5, most of our ELLs are on the Expanding (Advanced) level. Most of our 4<sup>th</sup> grade ELLs are beginners. Overall, our ELLs do best in the following subtests, in descending order: speaking, listening, reading and writing.

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

At the time of this writing, modality data was not available for the 2014-2015 testing cycle.

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?
- a. Patterns - ELLs in their first or second year of English language acquisition are still in need of scaffolded support in the foundational strands of listening and speaking. ELLs receiving services for 3 or more years, holdovers, SWDs and struggling or at risk students have needs more related to reading and writing skills. The performance of ELLs on translated tests is greatly affected by the language of instruction. Where the delivery of the content and instruction was presented in the home language, the students fared better on the translated tests. Where instruction was provided in English, translated tests did not make a significant difference in student performance.
- b. & c. - ELL Periodic Assessments - P.S. 8 has elected NOT to participate in ELL periodic assessments. Interim progress is assessed through school wide instruments identified in #1 above and teacher made instruments.
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](#).]
- The school uses data-based universal screenings such as the CBM (Curriculum-Based Measures) to identify students in need of various tiers of service delivery (assessments, problem solving procedures and interventions, pre and post MOSL).
  - CBA (Curriculum-Based Assessments) determine what the ELL knows and needs to be taught in order to guide instruction.
  - Evidence-based interventions are matched to students' needs. Based on student challenges, services are allocated in a timely fashion.
  - Set reasonable but rigorous goals and monitor progress frequently with high quality, feasible assessments such as CBBMs.
  - Data is used to determine when interventions are effective and to drive the adjustments needed.
  - We communicate progress to parents at predictable intervals as well as whenever necessary after instructional units or learning blocks.
  - We refrain from leaping to a formal referral for disability screening until all ELL issues have been ruled out.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Upon request: \* classrooms are supplied with bilingual dictionaries based on the ELLs represented in the classes, \* Spanish language mathematics textbooks and resources are provided, \* classroom libraries are stocked with dual language or home language trade books. \* The school library stocks dual language books as well as books in every one of the high incidence home languages represented in the school. \* Spanish language and dual language software has been installed in the classroom computers as well as in the computer lab \* Parent workshops are delivered in either translated formats or in the home language. \* The school has subscriptions and/or access to websites that support second language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ELL programs is evaluated through student performance as reflected in: program end products, the school progress report, Acuity, post running records (TCRWP), midline and end line writing samples, progression along the writing continuum, performance based tasks, MOSL, CBAs, CBMs and the following standardized tests: NYSESLAT, NYS ELA test, NYS Mathematics test, RAI, MAI, NYS PET and the ELE .

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 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.

Step One: The identification of ELLs begins when parents first enroll their children in our school. The Home Language Identification Survey is among the established packet of forms given to the parents of new entrants and is the first ELL screening instrument that reflects what language the child speaks at home. The pedagogues that discuss the language of the home with the families are bilingual, duly licensed in ESL and trained in the student intake procedures. These are: Mirjana Lukic [Eng/Albanian], Katrina Nrekcic [Eng/Albanian], Carmen Salgado [Eng/Spanish]. They assist the parents in completing the HLIS which is available in nine languages. Because it is required that the prospective student be present, pedagogues are able to interview the student to confirm the information given. The pedagogues that interview the parents are cited above. The children are asked questions in English to verify language dominance. If another language is predominantly spoken by the child, the ELL specialist assigns the corresponding OTELE code for that language. The child is then listed and scheduled for entitlement testing. The HLIS is also administered to admissions who have not been in a NYS public school for 2 or more years and go through the ELL identification process again. For transferees, the Pupil Accounting Secretary runs an RPOB ATS report to determine the home language, as well as an ITEL and RLAT to determine previous eligibility and entitlement. Step Two – Within 10 school days the new entrants are assessed for entitlement via the NYSITELL and, for Spanish speaking students, the Spanish LAB. The pedagogues that administer the NYSITELL are cited in Step One above. Step Three – Entitlement letters are sent to parents within 5 school days informing them of their right to appeal the ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters are kept in students' cumulative folders. Within 10 days of the entitlement identification process, parents are invited to translated meetings that are held to inform, explain and describe the different ELL programs that are available. At the time of this orientation, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in the relevant language. Assistance from a translator is sought for languages not available on the video. The program choices are: Bilingual Classes, ESL self contained classes (when available) or Freestanding ESL programs (push in, pull-out). The Parent Survey and Program Selection forms, which indicate the program choice are completed and collected at this meeting. Step Four – Within the first two weeks of school: • both newly entitled ELLs and previously entitled transferees with an “SP” OTELE code are placed in the grade appropriate heterogeneous bilingual class, • ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. Step Five – Within 10 school days, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, and/or the ESL provider for their child's grade. Parents may request a re-identification within 45 days of enrollment. An initial SIFE determination is made within 30 days of enrollment. SIFE status is removed once the student scores at the Transitioning/Intermediate level on the NYSESLAT. For students with IEPs, a language proficiency team will determine if the student has language acquisition needs and should take the NYSITELL. Annually, the progress of ELLs is measured via the New York State English as a Second Language Achievement Test (NYSESLAT). The exam is administered to all students receiving ELL services. Students with special education needs are tested with modifications as specified on their IEPs (Individualized Educational Plan).

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).

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. The questions related to literacy and language are used to develop a better understanding of the newcomer ELL (potential SIFE). The oral interview is conducted in the language of dominance. Specific skills are measured through baseline assessments, running records, MOSLs, CBAs, CBMs, teacher made assessments, TCRWP. The Spanish DRA (IDL) kit has been placed in the bilingual classes. The initial SIFE determination will be considered if, upon initial enrollment, the student is two or more years below grade level in literacy in his/her home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the US. A SIFE determination will be made within 30 days of enrollment. If necessary this will be modified within 12 months of the initial enrollment. Once a student flagged as SIFE scores at the transitioning/intermediate level on the NYSESLAT, the SIFE status will be removed.

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).

The SETTS service provider meets with the classroom teacher and the ESL teacher to discuss the IEP information as compared to the skills assessment cited in #2 above. Parent information is also sought to help guide the determination of the team. The LPT members are: 1 bilingual school psychologist, classroom teacher, ESL specialist, the school administrator for ELLs, the director of special education or her designee, the student's parent or guardian, a translator or interpreter (as needed). The LPT will determine if the student must take the NYSITELL. If the NYSITELL is administered and the student is entitled, ELL program placement takes place within 20 school days. If the LPT determines that the student should not take the NYSITELL, the recommendation will be sent to the Principal for review. The Principal's determination is sent to the Superintendent. The Superintendent has 10 school days to accept or reject the LPT's recommendation. The parent is notified within 3 days of the decision. ELLs who are also SWDs receive accommodations that apply to both categories.

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.
- To ensure that parent notification letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual backpack letters to the students within five school days after the NYSITELL score is determined. The translated letter is sent in the high incidence languages represented in the school. The letter includes a returnable tear-off portion acknowledging receipt of the notification by parent signature. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs and/or the ESL provider for the grade. Second notifications are sent within 10 school days. Every effort is made to retrieve the signed tear-off acknowledging the information disseminated. The persons responsible for the process are the bilingual classrooms, the ENL service providers, the ELL program supervisor.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
- The translated parent notification letter described in section 4 above is sent in the high incidence languages of the school and includes a full explanation of the parents right to appeal the ELL status as well as their right to a re-identification process within the stipulated 45 days. On Parent Articulation Tuesdays the parent is contacted by the ELL program supervisor or the ELL service provider to arrange a meeting wherein any questions or concerns of the parent can be addressed. The HLIS and the NYSITELL are reviewed and analyzed to insure the parent's understanding. A written request for re-identification is necessary. The school reviews all documents related to the initial identification process. The student's work in English and the home language is reviewed. If not already done so, the NYSITELL is administered. Entitlement is determined and services is provided, if warranted. The individuals responsible for the process are the ELL service providers and the ELL program supervisor (Assistant Principal). Each ELL service provider is responsible for maintaining the tear-offs. The pertinent documentation is placed in the student's cumulative folder. Copies are maintained by the ELL program supervisor.
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.
- Step 1 - Within 10 days of the entitlement identification process, parents are invited to translated meetings that are held to inform, explain and describe the different ELL programs that are available. This is done through a letter sent home in four languages. The meeting is held in September in the school's renovated library. At this orientation meeting, parents are given translated materials about the ELL programs and shown the DOE video on ENL programs in their relevant language. Assistance from a translator is sought for languages not available on the video. It is explained that the program choices are: Bilingual Classes, ESL self contained classes (when available) or Freestanding ESL programs (push in, pull-out). The Parent Survey and Program Selection forms, which indicate the program choice, are completed and collected at this meeting. Step 2 - On the first day of student program participation, the bilingual and ESL teachers remind students that their parents may meet with the teachers to clarify any lingering questions or concerns. Step 3 - A second parent meeting is held within seven days to offer another opportunity for orientation and parent choices to the parents who were unable to attend the first meeting. The additional parent survey and program selection forms are collected at this second meeting. Step 4 - In addition, parents are offered the opportunity to meet individually with the ELL supervisor to complete the selection forms. All forms collected are kept on file in a repository of ELL documents maintained in the main office. The Bilingual Program is the default placement when a parent survey is not returned. Parents that have chosen a TBE program that is not immediately available are placed on a waiting list and called when a bilingual seat becomes available in the appropriate grade.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Translated meeting notices in the high incidence languages are sent home to the parents with the entitled students. Returnable tear offs are included in the notices indicating the parents intention to attend the meeting. Language specific parent meetings are held in order for parents to view the DOE orientation video. Following the viewing, questions are entertained to add clarity. The Parent Survey/Selection Form is made available in the home languages represented. At this self-same meeting, with the assistance of translators, parents are given assistance in completing the forms. A second meeting is held for parents who could not attend the first meeting. Individual meetings are held to accommodate parents with particular scheduling issues. Through follow-up phone calls, parents that could not attend any meeting are made aware that the default program for ELLs is bilingual education. Parents that have chosen a TBE program that is not immediately available are placed on a waiting list and called when a bilingual seat becomes available in the appropriate grade.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The Parent Survey and Program Selection forms are available in the high incidence languages of our school community via the DOE intranet. The results of the Parent Survey and Program Selection forms are entered in the ELPC screen in ATS. At regular intervals, this screen is checked for accuracy and completion. The hard copies are kept in the ESL repository in the main office, filed by school year and alphabetized by student surname. Only authorized personnel may access this repository.
9. Describe how your school ensures that placement parent notification letters are distributed.

To ensure that placement letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual letters (translated into the high incidence languages of our school community) to the entitled students to take home to parents within 5 school days. The letter includes a returnable tear-off portion acknowledging receipt of the notification by a parent signature. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs and/or the ESL provider. Second notifications are sent within 10 days of program participation, followed by telephone calls to non-respondents. The letter advises the parents of their right to appeal the ELL status within 45 days.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of parent ELL notifications and letters are filed in the students' cumulative folders. Original HLISs are kept in the students' cumulative folders. Copies of the HLISs are kept in a master file with the ESL department. Blank HLISs and Parent Surveys/Program Selections can be found in the ESL program repository in the main office. The ELL program supervisor (Assistant Principal for Bilingual and ENL instruction) is responsible for maintaining this repository.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The Testing Coordinator, grade supervisors and the ESL teachers work together to identify the ELL students required to take the NYSESLAT. This includes meticulously examining the information on the ITEL and the RLAT reports retrieved from ATS, the SEC report and the participation lists provided by the ELL service providers. All modifications stipulated on ELL students' IEPs are followed. The testing times and conditions indicated in the test administrator's guide are adhered to strictly. Any questions or concerns on the part of the classroom teachers are addressed well in advance of the administration day. Two proctors are present for each group of ELLs tested. All subtests and make-ups are administered within the NYS testing window of dates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
To ensure that continued entitlement letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual letters to the entitled students to take home to parents within 5 school days. The letter includes a returnable tear-off portion acknowledging receipt of the notification by a parent signature. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs and/or the ESL provider. Second notifications are sent within 10 days of program participation, followed by telephone calls to non-respondents. The letter informs the parents of their right to appeal the ELL status within 45 days.
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).  
Of the parents responding, parents preferring a bilingual program [Span/Eng] = 35; parents preferring an ESL program = 31; parents preferring a dual language program = 1. 97% of TBE requests have been honored. Currently there is one bilingual class in each of the following grades: K, 1, 2, 3, & 4. A fifth grade bilingual class will be in place for the 2016-2017. This is in response to the unfolding trends in program choices and based on student needs. 100% of freestanding ESL requests have been honored.

## 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.

Our organizational models include push-in and pullout services in grades K-5. The instructional groups within the models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, and differentiated instruction. The program provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the home language is made available through bilingual instructors and dual language books. Freestanding ENL instruction is coordinated and developed through ongoing articulation with classroom teachers and teacher teams by interest and grade. ESL methodologies are infused across the disciplines. Instructional materials that under gird academic language development have been purchased and are part of the repertoire of the providers.
  - b. TBE program. *If applicable.*

Our TBE classes in grades K - 4 are heterogeneous and transitional. The instructional groups within the model are formed based on language proficiency, student interest, and flexible grouping based on need. The instructional strategies include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction and field trips. The TBE (Transitional Bilingual Education) program includes language arts and subject matter instruction in the students' home language and English as well as intensive instruction in English as a new language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the home language, instruction in English increases and home language instruction decreases. ESL methodologies are infused across the disciplines. Instructional materials that under gird academic language development in English and Spanish have been purchased and placed in every TBE classroom. Native language arts are part of the instructional program. However, ESL is also taught through the disciplines of social studies, science, and mathematics so as to build academic language in English as specified in the NYS CCLS. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided. One Spanish DRA kit has been placed in each bilingual classroom. One kit has been reserved for the fifth grade bilingual class that is anticipated for the 2016-17 school year.

Through integrated ENL instruction, students develop conceptual skills in their home language as they learn English. That is, literacy skills are transferred from a student's home language to the new language. Content areas such as mathematics, social studies and science are taught in the home language. However, content based ESL supports the development of the language of academic discourse.
  - c. DL program. *If applicable.*

Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Home language arts instruction and ESL is provided by duly licensed bilingual teachers in the bilingual classrooms through quality based literature, trade books and textbooks. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in the students' academic language acquisition as well as facilitate the transition of students to monolingual classes. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Home Language instruction is provided. ELLs in the stand alone program receive services within their classrooms for Proficiency Level "A" (Transitioning). Students at a Beginners (Entering) and Intermediate (Emerging) performance level on the NYSESLAT receive one period of ESL instruction within their classrooms and are pulled out for their second period of integrated ESL instruction in a focused and intense format that aligns with classroom instruction. Beginning (Entering) and Intermediate (Emerging) students receive 360 minutes of instruction in English as a New Language per week. Students on the Advanced (Transitioning) and Expanding performance levels on the NYSESLAT receive 180 minutes per week of ENL instruction in the format described above.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the bilingual classrooms students are held to all state standards for all disciplines. ELA and ENL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in academic language acquisition as well as facilitate the transition of students to monolingual classes. Freestanding ESL instruction is coordinated and developed through

ongoing articulation with classroom teachers so as to maximize alignment of goals and objectives. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction, scaffolding, bilingual and dual language classroom libraries and reference resources, picture books, low readability/high interest books across the grades, buddy reading and peer partnerships, and field trips. Smart boards, laptops, Elmos and websites dedicated to English language learning are part of the approaches and resources employed to help meet the demands of the CCLS vis-à-vis the NYS standards for ESL.

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

Home language achievement is evaluated through teacher made unit tests, midline and endline writing samples, progression along the writing continuum, performance tasks by discipline, one-to-one reading and writing conferences with students, CBMs and CBAs, MOSL, running records, and the ELE. A comprehensive Spanish DRA kit has been placed in each bilingual classroom for pre and post program evaluation.

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

English language learning is evaluated through teacher made unit tests, midline and endline writing samples, progression along the writing continuum, performance tasks by discipline, one-to-one reading and writing conferences with students, interim periodic assessments, TCRWP, the NYSESLAT and the ELA, as well as CBAs, CBMs, and MOSL.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

- a. SIFE: • Revisit basic concepts and skills such as recalling facts, terms, understandings. • Focus on directional words and prepositions embedded in written and verbal directions, • Foster opportunities to summarize directions, • Regularly scheduled practice in reducing verbal directions to steps, • Weekly practice in note taking after the oral reading of a nonfiction as well as fictional selection, • Setting objectives and providing feedback that narrow the focus for students and assist students in self monitoring, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school.

b. NEWCOMERS: • Use of visual stimuli that maximize comprehension and prompt and guide oral participation, • Integrated and varied opportunities for nonlinguistic representations, • creating graphic representations, • making physical models, • generating mental pictures, • drawing pictures and pictographs, • engaging in kinesthetic activities. Opportunities for oral participation to explain and justify their nonlinguistic representations: panel discussions, debate teams, individual reporting, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school. Practice tests and simulations are part of all the support programs for ELLs as well as part of the classroom curricula of the ELL homerooms. Practice tests are downloaded in Spanish and used for students in the bilingual programs.

c. ELLs Served for 4-6 years: • Use of cues, questions and advance organizers to enhance students' ability to retrieve, use, and organize what they already know about a topic, • Focus on the information that is critical to students' understanding of the topic at hand, rather than on what is unusual or interesting about the topic, • Higher-level questions that require analytic thinking and produce deeper learning rather than lower-level questions that simply require students to recall or recognize information, • Guide learning using questions before a learning experience to help students develop a framework for processing information, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school, • practice tests and simulations.

d. Long-Term ELLs – We know that long term ELLs are characterized by higher performance levels in the Listening/Speaking modalities. These students have a near-native level of speech and oral comprehension. These students are challenged with higher order oral questions and activities to apply conceptual knowledge and assigned tasks that make demands on their conversational abilities and are intellectually demanding. Because these students have developed a conversational ability, they may sound fluent. However, their daily schoolwork and exams may not reflect this level of fluency. Goals for this category of students include developing their academic language to grade level and age expectancies and using their strengths in the Listening/Speaking modalities as the conduits toward improved academic discourse and interpretation. Opportunities are provided for the students to demonstrate and stretch their understandings through panel discussions, debates, oral presentations.

e. Former ELLs - \* Access prior knowledge and build background, \* Anticipatory sets that engage the learner, \* Explicit content objectives that enhance academic language, \* Higher order questioning, \* Cooperative group work within heterogeneous groupings that include native speakers of English, \* Scaffolded learning, \* Guided practice.

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.

Re-identification as ELL - The Spanish speaking student will be immediately placed in the TBE program by grade. The ELL student will be added to the caseload of the grade-appropriate provider. In the TBE program, instruction is provided that is aligned to the NYS CCLS. In the ENL program, instruction is provided that is aligned to the classroom plan of instruction. Through on-going articulation between the classroom teacher and the EL specialist, the students' gaps are identified and addressed. The corresponding number of minutes of instruction are provided based on the performance level of the student (En, Em, T, E). Academic progress is monitored and insured through Fall and Spring administrations of MOSL, periodic teacher-made assessments, parent-teacher conferences, and ELL Supervisor input. For ELLs participating in free-standing ENL program, the service provider is also consulted. For SWD ELLs, the SBST and SETTS providers are consulted. The following personnel manage the initial identification process: parent or guardian, classroom teacher, grade supervisor, ENL specialist. The following personnel manage the re-identification process: parent or guardian, classroom teacher, grade supervisor, ENL specialist, Building Principal.

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?

Setting learning objectives for these students helps focus the direction for learning and is particularly important. The sense of being overwhelmed by trying to learn a new language AND content knowledge can be assuaged when students are told exactly what they are going to learn and the intended outcomes. Specific content objectives and language objectives are set to establish a target. These are aligned and/or prompted by the students' individualized educational plans (IEPs). There are goals and objectives set for each curricular discipline as well, i.e., social studies, science, mathematics, etc. Every effort is made to add non linguistic strategies and techniques to the pedagogy of these students. There is extensive use of visuals, manipulatives, miniature objects, realia, graphic organizers, attribute charts, tables, pictographs, pictograms, body movement and pantomime, high frequency vocabulary, reduction of idiomatic expressions and personalized language. Opportunities are made available so that students may demonstrate learning through non linguistic representations and mediums such as dioramas, illustrations, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral presentations: panel discussions, debate teams, individual reporting, and group development of templates to guide and facilitate oral presentations. Integrated and purposeful use of technology is well received and a less restrictive means to deliver as well as evaluate instruction for this subgroup.

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?

Curricular Flexibility - Streamline content by explicitly identifying essential vocabulary, content understandings, and expectations. Intermittently revisit these throughout the unit of instruction to anchor the "basics" of the unit; Preview lesson vocabulary and content; "Stack" the learning environment with visual stimuli that cue the memory of unit vocabulary and content.

Instructional Flexibility - Adjust questions to student's ability level, i.e., match the level of complexity or abstractness to fit the child; Pair students with higher achieving classmates; Engage students in discussion before addressing a task in order to draw out and practice the vocabulary needed to accomplish the task; Link new concepts to the new content to be learned; Flexible learning groups that form and/or dissolve based on student interests, needs, and abilities.

Scheduling flexibility - Break larger teaching/learning tasks into a number of smaller more manageable tasks, separated by short breaks in instruction; Intersperse less demanding task with more demanding tasks; Support students with their time management through wall clocks, timers, verbal reminders, peer time keepers, etc.

ELL-SWDs are placed in ICT classes based on the recommendations for special education programs and services as reflected on the Individualized Educational Program (IEP).

The data used to identify those ELLs in need of intervention are: • NYS Reading and Writing Benchmarks, • MoSL, • End-of-unit benchmarks & assessments, • NYSITELL, • NYSESLAT, • TCRWP Running Records, • Teacher-made interim assessments, • Baseline, Midline, Endline Writing Assessments, • NYS ELA, • NYS MATH, • NYS ESPET, • NYSAA, • IEPs, • Feedback from RtI providers (all tiers).

Targeted interventions for:

English Language Learners – •Accelerated oral language development that includes BICS, CALP, CALLA, •content based (Socials Studies, Math, Science) ESL instruction that promotes the learning of the language of academic discourse, •integration of heritage cultures and languages wherever possible, •integrated and seamless instruction supported through best practices techniques such as visual aids and differentiated instruction that highlights connections among the academic disciplines, •narrowing the achievement gap through supplementary remediation and enrichment programs, •differentiated, content based

Chart

intervention (AIS, Rtl) in home language of the bilingual classrooms, and parent engagement

ELLs SWD– •Individually planned teaching procedures that support students in accessing the curricula including but not limited to adapted content, •modified environment, •specialized providers (OT/PT, Speech, Hearing), •specialized equipment, •adjusted timelines, •customized end products, •alternate assessments, and •parent engagement.

Rtl and AIS students – •Early identification of learning needs, •interventions at increasing levels of intensity to accelerate their rate of learning, •close monitoring of performance levels, •instruction that is modified and integrated with classroom instruction and data driven, and •parent engagement.

STH – •Immediate enrollment of students, •differentiated academic performance assessments, •equal access to all school programs and services, •family assistance, •parent engagement.

ALL ELLs – Continuous replenishment of Dual Language and Spanish books in the classroom libraries.

**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)  | <b>2 units of study per week</b> (360 min.)           | <b>2 units of study per week</b> (360 min.)   | <b>1 unit of study per week</b> (180 min.)  | <b>1 unit of study per week</b> (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* |
|   | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week  | 180 minutes per week  |   |
| STAFFING/ PERSONNEL   | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL teacher |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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(u) of this Title. All programs must be provided during the school day. |   |   |   |   |   |

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



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

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

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

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

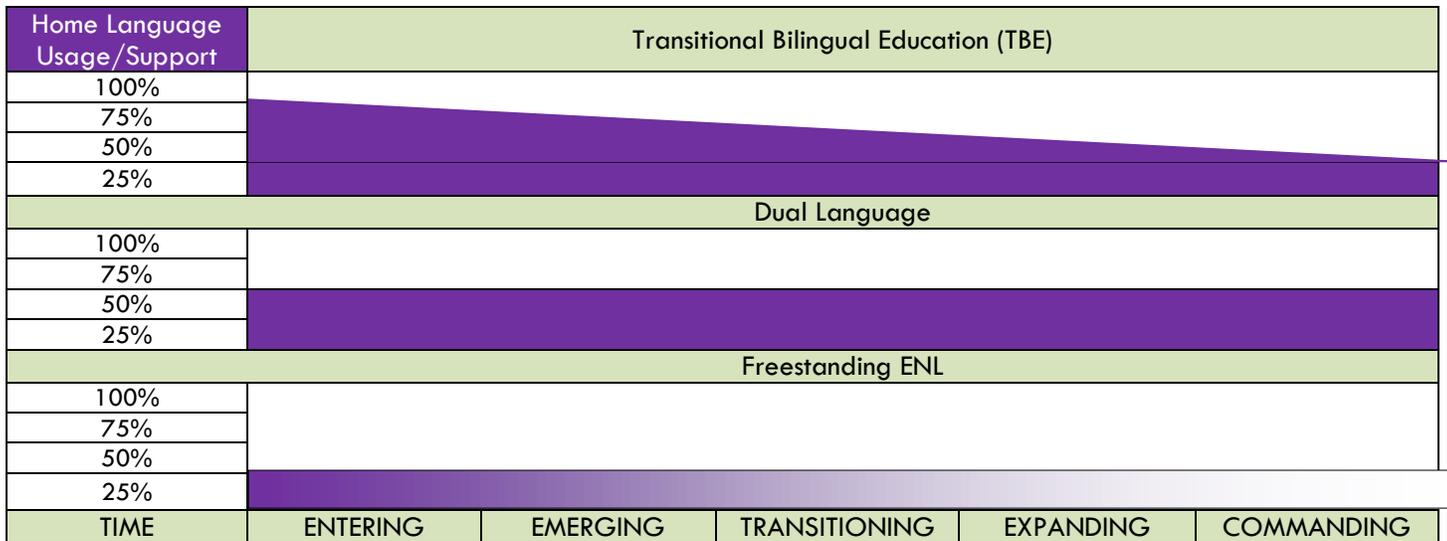


\*Note: “other approved services” does not apply to New York City at this time.

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.
- SWDs whose IEP recommends ESL or bilingual instruction -  AIS,  small group instruction,  thematic instruction based on student needs and weaknesses,  small group assignment based on periodic informal and formal assessments,  flexible and fluid grouping,  participation in extended day program,  participation in before school and Saturday programs using content based ESL,  articulation between SETSS and AIS providers to establish short and long term objectives based on goals set forth on IEPs.
- ELL Newcomers -  AIS,  small group instruction,  small group assignment based on stage of oral language development [one word utterances, simple sentences, extended discourse],  flexible and fluid grouping,  participation in extended day program,  articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives,  participation in before school and Saturday programs,  use of visual stimuli to prompt and guide oral participation,  integrated and varied opportunities for oral participation,  group development of templates to guide and facilitate oral presentations.
- ELLs served 4 – 6 years -  AIS,  small group instruction,  small group assignment based on reading levels and skills,  participation in extended day program,  articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives,  participation in before school and Saturday programs,  pervasive use of graphic organizers to support comprehension,  guided practice in using context clues to determine meaning,  teacher made recordings of content based material,  preview of content based concepts through trade books and classroom library,  expand background knowledge with a variety of learning experiences at school and through field trips,  systematic and routine paraphrasing opportunities for small groups and individual students,  extensive use of highlighters to distinguish the main idea from the supporting details of a selection,  consistently follow concrete experiences with written directions,  prominently display new vocabulary and promote its use in different and varied contexts.
- Long Term ELLs - We have indicated best practices for this subgroup in 6.d above.
- Rtl for ELLs: Universal screening - Benchmark assessments such as CBAs and teacher-made diagnostics are administered to prioritize students needing interventions. 1) Tier I addresses the core instructional program, working from the simple to the complex, communicating with common vocabulary and basic phrases. As students' comprehension increases, word and sentence complexity is increased. Other strategies used: ^Discuss support strategies with peers. ^Teach peers how to provide appropriate and effective supports. ^Show, model, use abbreviated directions and visuals, monitor understanding through narrowly spaced check points. ^Provide immediate feedback. 2) Tier II targets students needing additional help. These students are supported through activities such as: \*Listening Passage Preview, \* Paired and Choral Reading, \* Drill and Practice, \* Repeated Readings. 3) Tier III is for those requiring intensive intervention. These students are also supported through the sample activities already identified for Tier II.
- For all tiers: Differentiated Instruction - adapt curriculum content, delivery of instruction and student end products to match students' ability levels, strengths and interest.
- For all ELL groups - Saturday Academies in Reading, Math and Science, Early Morning Programs in the four strands of language acquisition, and after school enrichment programs that are project based for grades 1 & 2.

The data used to identify those ELLs in need of intervention are: • NYS Reading and Writing Benchmarks, • MoSL, • End-of-unit benchmarks & assessments, • NYSITELL, • NYSESLAT, • TCRWP Running Records, • Teacher-made interim assessments, • Baseline, Midline, Endline Writing Assessments, • NYS ELA, • NYS MATH, • NYS ESPET, • NYSAA, • IEPs, • Feedback from Rtl providers (all tiers).

Additional Targeted interventions for:

English Language Learners – •Accelerated oral language development that includes BICS, CALP, CALLA, •content based (Socials Studies, Math, Science) ESL instruction that promotes the learning of the language of academic discourse, •integration of heritage cultures and languages wherever possible, •integrated and seamless instruction supported through best practices techniques such as visual aids and differentiated instruction that highlights connections among the academic disciplines, •narrowing the achievement gap through supplementary remediation and enrichment programs, •differentiated, content based intervention (AIS, Rtl) in home language of the bilingual classrooms, and parent engagement

ELLs SWD– •Individually planned teaching procedures that support students in accessing the curricula including but not limited to adapted content, •modified environment, •specialized providers (OT/PT, Speech, Hearing), •specialized equipment, •adjusted timelines, •customized end products, •alternate assessments, and •parent engagement.

Rtl and AIS students – •Early identification of learning needs, •interventions at increasing levels of intensity to accelerate their rate of learning, •close monitoring of performance levels, •instruction that is modified and integrated with classroom instruction and data driven, and •parent engagement.

STH – •Immediate enrollment of students, •differentiated academic performance assessments, •equal access to all school programs and services, •family assistance, •parent engagement.

ALL ELLs – Continuous replenishment of Dual Language and Spanish books in the classroom libraries.

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

ELLs require lessons that explicitly state content learning objectives and language objectives. Teachers plan books reflect an effort to develop these with clarity, relevance and in order of importance. Lesson templates demonstrate a concerted effort to identify the target vocabulary, skills and unit understandings for both language and academic content. In field observations, there is an increase in the use of approaches that integrate content and language objectives. The teacher effectiveness framework has been instrumental in supporting strong curriculum and lesson design.

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

New Programs -  In grades 3-5, the uninterrupted block scheduling for ELA instruction will continue;  School wide performance based tasks for mathematics;  Addition of one ESL teacher for push-in, pull-out services;  Addition of one fourth grade bilingual class;  AM ELA/Math enrichment sessions for level 1 ELLs – 50 sessions;  afterschool project-based enrichment program for ELLs in grades 1 & 2;  Replenishment of “Reading Trends” Curriculum Associates for Tier I intervention;  AM ELA & Math sessions for ELL students that receive special education services;  Replenishment of the “I ready” – computer program for ELA that provides immediate feedback to students.

Improvements -  Continue the ELA and Math morning enrichment programs for ELLs in grades 1 - 5 with a sustained alignment to the CCLS.  Continue the morning programs for ELLs in grades 1-5 with a sustained alignment to the CCLS.  Continue Saturday Academies in ELA, Math and Science for ELLs in grades 3-5 with a sustained alignment to the CCLS.  Continue Parent Outreach programs through ESL & GED classes, Family Nights, Thematic Workshops in the Home Language or translated.  Improvements in the Envision Math program were made by the Pearson company that are accessible to teachers on line and that will be integrated for the 2015-16 school year.  We have added a fourth occupational therapist.  We have added a fifth part time bilingual speech provider (English, Spanish).  Based on the requirements of the CCLS and the demands of the Teacher Effectiveness Framework, new curriculum units are being developed that combine content area skills and understandings with English Language Arts instruction.  One part time bilingual Guidance Counselor has been added.  Two new reading programs have been added: I-Ready, Reading Trends.  The Botanical Garden will be expanded to include cluster teachers who serve ELLs.  The “Feed the Hungry” program will involve our fifth grade students.  The school wide schedule has been adjusted to include more PD sessions on a cyclical rotating basis. Each grade receives an additional period of PD on their designated week. Teachers meet with their supervisors to further examine the nuances of the Danielson framework. Teacher Teams design curricula that is timely, aligned with the CCLS, includes Rubrics evaluations and are based on student needs and interests.

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

All programs and services will be continued for the 2015-16 school year.

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

Equal Access to All School Programs – A minimum of 40 % of the seats in any and all of our school programs are reserved for ELLs. Our ELL students participate in the following school programs:  AIS,  small group instruction,  thematic instruction  flexible and fluid grouping,  extended day,  before school programs,  Saturday programs,  summer school,  guided reading groups,  the debate team,  at risk SETSS,  library access,  computer laboratory access,  science laboratories,  music program,  visual arts program,  math enrichment,  social studies enrichment,  science enrichment,  RtI and  the physical education program. The extended day/year programs offered to ELLs take place before the school day, on Saturdays and during winter intercession week in February. The goal of these programs is to enhance the language development of ELLs within the context of the CCLS. The rationale for the programs is that when explicit, targeted language instruction is provided to ELLs they are able to make advances in their acquisition of language including skills objectives and content objectives.

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.

Instructional Materials Used to Support ELLs – Home as well as English language textbooks and student workbooks, bilingual classroom libraries, dual language books, bilingual glossaries and dictionaries, home language DVDs and CDs for content instruction, home language books on tape, translated practice tests in mathematics, science and social studies, content based Big Books from the Newbridge collection, Rosen libraries, and [www.ColorinColorado.org](http://www.ColorinColorado.org) – This free website offers strategies for student placement and assessment, best instructional practices, cutting-edge professional development webcasts; and a toolkit on effective outreach to Hispanic parents. The following technology is used to enhance the language development of ELLs: computer lab, smart boards, lap tops, DVD players, CD players, elmos and projectors. Content area materials also include: Science - FOSS kits, Mathematics - "Envision Math," and supplemental resources for social studies and science in the format of content area read alouds, Big Books and small group sets. Themes are planned, developed and executed based on the CCLS and the work of the Teacher Teams.

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

Home Language Support – TBE: Teachers alternate the language of the Reading/Writing workshop from day to day to insure literacy and language development of the two languages. Home language arts are also taught through the content areas. Classroom libraries are supplied with home language books in all genres and readability levels. Classrooms are supplied with home language Big Books across the disciplines and in all grades. Our Scholastic book fair features books in the home languages as well as in English. Our Family Nights provide take-home materials in the home languages. Test translations are used. ESL: There is extensive use of the bilingual mode method. That is, questions/tasks are put to the student in English, responses/end products are accepted in the home language. Dual language books, bilingual dictionaries, and home language glossaries are available. Content based ESL instruction is provided. Bilingual alternate placement paraprofessionals have been added. Bilingual peer helpers are used.

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

Service providers tailor, modify, and customize instruction based on what they know about their students. Providers plan lessons and design classroom learning environments that are responsive to the full range of student needs based on grade and curricular expectations vis a vis the CCLS. All ELL students have access to targeted, rigorous instruction which includes additional support where needed, in order to meet state standards. Resources are purchased and/or updated to reflect student interests based on age, curricular demands based on grade, and technological advancements.

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).

These students and their parents are invited to participate in: summer school for grades 3-5, parent orientation in the summer for Kindergarten parents hosted by the Principal and grade supervisor, fall parent orientations for grades 1 -5 facilitated by the classroom teachers, walk throughs for all grades on grade-specific days, guided school tours on parent conference days, parent/student activities such as writing celebrations within classrooms, and monthly family nights based on themes, needs and interests. Throughout the year, our Bilingual Guidance Counselor and the Parent Coordinator offer thematic workshops that address but are not limited to: the nature of instruction for ELLs, navigating the local, district and DOE protocols, parenting concerns, the home-school connection, and supporting the curricular demands of the CCLS. Every effort is made to maximize their participation in all offerings through advertisement flyers, person to person outreach, electronic communications, backpack letters, and telephone contacts.

19. What language electives are offered to ELLs?

**Not Applicable**

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)?

**Not Applicable**

## 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.)

The school's math coach is a former bilingual teacher who works closely with bilingual staff, making available all materials, resources and supports and models lessons in the home language. The emphasis of these model lessons is on the alignment of the CCLS with the differentiated needs of the ELL students. ESL teachers share best practices with all teachers in planned and focused articulation meetings as well as in informal peer to peer meetings based on need and interest. Push in opportunities are used to model best practices when necessary. ESL and bilingual teachers are integral members of the Teacher Teams.

Schedule of PD dates are as follows:  
In-House Monday PDs: 2:20PM - 3:30PM; Oct 5, 19, 26; Nov 2, 9, 16, 23, 30; Dec 7, 14, 21; Jan 4, 11, 25, Feb 1, 22, 29; Mar 7, 14, 21, 28; April 4, 11, 18; May 1, 8, 15, 22, 29.  
DELLSS PDs: Oct 23, 27; Nov 9, Dec 7, Jan 11 others as available and offered  
Outsourced PDs: Imagine Learning Archived Webinars as listed below and accessed by individual pedagogues

The topics of these opportunities and/or series include but are not limited to: Teaching Reading to ELLs, Ways to Use Non-Fiction to Develop Oral Language and Support Informational Reading, Secrets that Primary Teachers Know, ELLs and Common Core Academic Standards: Successful Strategies for the Content Classroom, A Systematic Approach to Leveling the Playing Field for ELLs in 2013, Academic success for English learners, Removing Barriers to Learning for Long-Term English Learners
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?

One of our extended days (Mondays) is used for professional development. On this day ESL teachers meet to discuss the CCLS and the Danielson Teacher Effectiveness Framework vis-à-vis the manifest needs of ELLs. Through Title III funding, grade band workshops are offered on a rotating basis on ELL lesson designs that integrate language objectives with content objectives, so as to make advances on these two fronts at once, as per the priorities outlined in the CCLS. Through autonomous funding, PD sessions are offered in: \* aligning the CCSS with the needs of ELLs, \*Rtl and ELLS. Bilingual and ESL teachers are dispersed throughout the Professional Activity groups so as to address the implications of instructional practice on ELLs. Teacher Teams generally include a bilingual classroom teacher and/or an ESL teacher. These teams plan and disseminate intervention lessons that differentiate instruction for the English language learner. The data that drives these interventions is taken from the NYSESLAT, NYS ELA test, NYS mathematics test, CBAs, CMAs, Acuity, Performance Based Tasks, MOSLs, and teacher observations. Bilingual and ESL teachers participate in the professional development offered through the TCRWP. We also avail ourselves of the opportunities offered by the OELL and the district, depending on the themes or topics offered.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Fifth grade teachers meet with their grade supervisor to discuss middle schools that offer programs for ELLs. The school's guidance counselor meets with the fifth grade teachers to examine the characteristics and opportunities offered for ELLs in particular middle schools. Middle school representatives hold meetings at our school to provide orientations to their programs and printed materials to the students and parents. Students are taken on school tours of the prospective middle schools. The fifth grade Guidance Counselor serves as liaison between parents and the prospective school to set up individual guided tours. The guidance counselor for the fifth grade participates in all in house PD for the fifth grade. They attend middle school open houses and receive additional orientation and development from the middle school representatives. They then turnkey the information to fifth grade teachers and the grade supervisor.
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.

Two venues are used: 1) our regularly scheduled Professional Development days (Mondays) include cyclical series that address the needs of ELLs across the curriculum. These are facilitated by the ELL specialists or are outsourced. 2) Both bilingual and ESL teachers participate in opportunities offered by the OELL of the DOE with particular interest in content based ESL and the development of academic language. These teachers turnkey the content of the workshops/training as assigned by school leadership and based on staff needs and interests. Attendance sheets are maintained in the ELL document repository in the main office. Teachers who have transcript evidence of college courses on the subject of English language development for speakers of other languages are credited with the corresponding PD hours.

### 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?

These contacts are made on Tuesdays after student dismissal and by appointment in response to parent requests. They can take place in person, via phone conference, e-mail and/or backpack letters. The school has bilingual staff available in all of the high incidence languages of the school for oral and/or written translations.

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.

Each teacher is responsible for maintaining records of their contacts with individual parents. Records of these articulation meetings must include: student name, parent name, date, time, topic discussed, type of contact, parent's support role and commitment, teacher next steps, and supervisory intervention (if needed). Each grade supervisor is responsible for monitoring that there is a parent contact reflected for every student before the spring semester to insure that parents are aware of any PID possibility and preventative measures that may be taken.

Translation services: The school has on staff speakers of Albanian, Arabic, Bengali, French, Korean, Punjabi, and Spanish. They assist with translating and interpreting all types of parent interactions including but not limited to: in person meetings, written communications and phone calls. The Parent Coordinator is bilingual and is available for translation and interpretation of sensitive or private issues as well as serving as an advocate for parents.

In the event it is needed for a language not listed above, we avail ourselves of the services of the DOE's Translation and Interpretation Unit for written, on site or over-the-phone interpretation services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In the fall we hold translated Parent Orientation meetings by grade. These allow parents to formally meet their child's teacher and become acquainted with the curricula and materials of the child's new grade. Monthly calendars are sent to every home to maintain parents informed of special events such as assembly programs, trips, parent workshops and changes in the daily schedule. A digital lobby monitor informs and celebrates successes displaying photographs as well as pertinent information of upcoming events. As a component of the Mosholu Montefiore Health Clinic housed in our school, parents attend translated thematic workshops and participate in Saturday field trips with their children throughout NYC. During the work week, the Parent Coordinator plans, executes and translates thematic workshops based on parent interests and needs expressed.

Parent meetings are called by the administrative team to discuss topics such as the school report card, assessment data, promotional criteria and IEPs for the parents affected, changes in NYSED/DOE policy such as CCLS and changes to standardized assessment instruments such as the NYSITELL.

We have an active and involved Parent Association Executive Board that meets monthly with the building principal to discuss current topics and plan general membership meetings.

We offer Saturday parent/child workshops, and weekly GED, citizenship, and ESL classes driven by funding and interest.

We offer monthly family nights on a variety of topics of interest to the parents. Parents are invited to our writing celebrations, assembly programs and field trips.

The Mosholu Montefiore Community Programs and the Beacon Program offer after school recreational programs for our students. These include a parent component that offers evening ESL, exercise and crafts classes. All meetings and parent activities include interpretation services for LEP parents.

Written school information is translated into the four high incidence languages in our school population.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will continue our affiliations with the Bronx Zoo, Botanical Gardens, Green Meadow Farms, Metropolitan Museum, the Lehman College Center for the Performing Arts, and Teachers' College. We will continue our relationship with the following community based organizations: the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the Norwood News, and Lehman College. This year we will partner with the Anti-Defamatin League (ADL) to facilitate anti-bullying workshops. These agencies and CBOs provide Adult Education classes and referral support to our parents and students. Our bilingual Parent Coordinator provides translation and interpretation services for in-house workshops. Meetings held off school grounds are conducted in the home language of the parents or are translated by CBO resources.
5. How do you evaluate the needs of the parents?

Parent needs are made known through in house multilingual surveys, the Parent Coordinator, the PA Executive Board, classroom teachers, articulation with the teachers of the adult classes (GED, citizenship, ESL), and the NYC School Survey. In the fall, the DOE parent surveys are scrutinized carefully. Programs and activities are created in response to the needs and interests reflected. Parent Association meetings are held one evening per month. Parents are invited to make their concerns and/or interests known. The meeting is translated by parent volunteers. The school leadership is well represented and responsive to the



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**D. Additional Information**

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

**School Name:** The Isaac Varian School

**School DBN:** 10X008

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) |
|--------------------|--|-----------|-----------------|
| Rosa Maria Peralta | Principal                                    |           | 6/26/15         |
| Claudia Tahiraj    | Assistant Principal                          |           | 6/26/15         |
| Michelle Capo      | Parent Coordinator                           |           | 6/26/15         |
| Mirjana Lukic      | ENL/Bilingual Teacher                        |           | 6/26/15         |
| Veronica Pacheco   | Parent                                       |           | 6/26/15         |
|                    | Teacher/Subject Area                         |           |                 |
|                    | Teacher/Subject Area                         |           |                 |
| Marilyn Serrano    | Coach  |           | 6/26/15         |
|                    | Coach  |           |                 |
| Jorge Mejia        | School Counselor                             |           | 6/26/15         |
| Melodie Mashel     | Superintendent                               |           | 6/26/15         |
| Jose Ruiz          | Borough Field Support<br>Center Staff Member |           | 6/26/15         |
|                    | Other _____                                  |           |                 |
|                    | Other _____                                  |           |                 |
|                    | Other _____                                  |           |                 |



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 12X511**      **School Name: Bronx Envision Academy**  
**Superintendent: Elaine Lindsey**

**Before you begin, please check the following:**

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

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

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

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

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.

At the beginning of each school year, emergency contact cards (blue cards) are distributed to parents during freshman orientation and through advisors for all grades. Advisors support school administrative staff with collection of the forms. Language preferences for parents are updated in ATS based on the emergency contact cards. For new students, we also utilize the Home Language Identification Survey to determine parents' and guardians' preferred languages. We monitor preferences and responses from parents from the Annual Learning Environment Survey to determine parents' preferred methods of communication. We maintain this information in ATS, and advisors and grade teams maintain parent contact logs that include information about translation and interpretation needs. We arrange for Parent-Teacher Conferences by appointment and utilize a spreadsheet to schedule interpreters to support parents. Our community associate and bilingual guidance counselor translate written documents for mailings, and we utilize an automated phone message system that offers translation to many languages. This system initiates phone calls in parents' preferred language (as indicated in ATS). We run the RPOB report in ATS for disaggregated information of home languages by grade, class and individual students. We also use the aggregated Home Language report in ATS to capture the high incidence languages of the school.

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.

Albanian (1), Arabic (2), Bengali (3), French (1), Spanish (120), Wolof (2)

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## Part B: Creating a Communications Calendar

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

School calendar, report cards, attendance reports (ATS), progress reports (generated from Skedula), announcements for concerts and school events, Parent Association Meeting announcements, Parent Workshop events

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.

New Student and Family Orientation (September), Senior College Process Orientation (September), Parent Teacher Conferences (October and March), Curriculum Night (September), Guidance Workshops (throughout the year), Financial Aid Night (November), New Student Orientation (August), Ongoing Counselor and Social Worker Outreach, Weekly Teacher Phone Outreach

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## Part C: Providing Language Assistance Services

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

We will utilize the technology available in Skedula to provide progress reports in parents' preferred language. Our community associate, bilingual school guidance counselor, dean, school aide, Spanish teacher, and paraprofessionals support with translation of documents into Spanish. We will avail ourselves of the services of the Translation and Interpretation Unit by submitting requests in advance and downloading any generic templates for school holidays, parent-teacher conferences and other notices as available. We will use the funding earmarked for on-site interpreters for events and parent-teacher conferences.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For non-Spanish languages other than English, we rely on the Translation and Interpretation Unit for support. For Spanish, we utilize the community associate, bilingual school guidance counselor, dean, school aide, Spanish teacher, and paraprofessionals to support.

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

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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.)

We will include the information in the staff handbook and in trainings for staff at the beginning of the year. Mr. Carlos Morales, Assistant Principal for the ENL programs, will be responsible for ensuring that all teachers and staff receive a copy of the "I Speak . . ." for over-the-phone interpretation.

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

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

##### Checklist of Notification Requirements

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

We will post a welcome poster in the main office and have available the Bill of Rights and Guide to Language Access in the main office and all guidance offices. We will ensure the Language ID Guide is at the security desk and main office. We will make use of the notification documents that can be found at the Translation and Interpretation intranet site.

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

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

We utilize results from the School Survey to gather feedback. We also hold focus groups with SLT parent members and volunteers for the Parent Association that represent several cultures and languages represented in our school to gather feedback on needs and interests. The following groups meet with

the building principal on a monthly basis to air concerns and express needs and interests: PA Executive Board, at-large membership of the Parent Association, Title I Parents, "Family Night" participants.