



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>09X028</b>
<b>School Name:</b>	<b>P.S. 028 MOUNT HOPE</b>
<b>Principal:</b>	<b>STEPHEN BECKLES</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Mount Hope Centennial School School Number (DBN): 09X028  
PreK-5  
Grades Served: \_\_\_\_\_  
School Address: 1861 Anthony Ave. Bronx, NY 10457  
Phone Number: 718-583-6444 Fax: 718-583-6537  
School Contact Person: Stephen Beckles Email Address: sbeckle@schools.nyc.gov  
Principal: Mr. Stephen Beckles  
UFT Chapter Leader: Ms. Monica Hilton  
Parents' Association President: Ms. Johanna Camacho  
SLT Chairperson: Ms. Monica Hilton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 9 Superintendent: Mrs. Leticia Rosario  
1245 Washington Avenue Bronx, NY 10456  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: LRosario2 @schools.nyc.gov  
718-579-7143  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. Stephen Beckles	*Principal or Designee	
Ms. Maria Emanuele	*UFT Chapter Leader or Designee	
Ms. Johanna Camacho	*PA/PTA President or Designated Co-President	
Valerie Borgella	DC 37 Representative (staff), if applicable	
Elsa Perez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ana Nazario	Member/ Vounteer	
Rachel Velez	Member/ UFT	
Inez Payano	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Rosa	Member/ Para	
Maria Henriquez	Member/ Parent	
Migdalia Molina	Member/ UFT	
Stephanie Rosa	Member/ Parent	
Teresa Hilario	Member/ UFT	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED’s Six DTSDE Tenets**

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

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

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

### **NYCDOE’s Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

In an effort to unremittingly provide students with an education that is equitable, inclusive, and is designed to ensure the academic success of each student, The Mount Hope Centennial School embraces those core ideals inherent to "Great Schools." Therefore we have made strides to ensure that our students are taught by educators that are well versed in exposing students to rigorous instruction in a highly nurturing/supportive learning environments, that teachers are provided with professional learning opportunities that sanctions for them to enrich their pedagogical and content based acumen by their own peers, that understands the importance of creating long-term partnerships with various members of the neighboring community, and recognizes the value of both creating and sustaining positive relations with school staff, parents, students and school administration. Our singular yet multi leveled mission is to facilitate a learning climate that is challenging, exciting, risk-free, and fosters the belief that each one of us must be a lifelong learner.

These beliefs are mirrored in our school instructional focus which states, "We will create a culture of trust that will enable each

Develop a narrative summary that includes:

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- Any special student populations and what their specific needs are.
- 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.

In an effort to unremittingly provide students with an education that is equitable, inclusive, and is designed to ensure the academic success of each child, The Mount Hope Centennial School embraces those core ideals inherent to "Great Schools." We have made strides to guarantee that all of our 772 students( 249 being ELLs and 64 being Special Needs) are taught by educators that are well versed in exposing students to rigorous instruction in a highly nurturing/supportive learning environments, that teachers are provided with professional learning opportunities that sanctions for them to enrich their pedagogical and content based acumen by their own peers, that understands the importance of creating long-term partnerships with various members of the neighboring community, and recognizes the value of both creating and sustaining positive relations with school staff, parents, students and school administration. Our singular yet multi leveled mission is to create and maintain a learning climate that is challenging, exciting, risk-free, and fosters the belief that each one of us must be a lifelong learner.

These beliefs are mirrored in our school instructional focus which states, "We will create a culture of trust that will enable each stakeholder the permission to take educational risks by means of verbal and written discourse. This will result in students attaining higher levels of academic achievement, while observing those communication conventions attributed to a polite society." Therefore, it has become our standard practice that all students, regardless of grade level or curriculum content are given opportunity to academically confer with one another, using appropriate age/grade level protocols.

Additionally, our students are required to utilize taught skills that speak to using evidence to support arguments in discussion, which then transfer to stronger writing in literacy and math. This of course helps to develop the communication and collaboration proficiencies our children need to gain entry into college and career.

To address the myriad of social/emotional and creative needs of our students, the Mount Hope Centennial School has created partnerships with a number of agencies/outside resources that encourages a continuum of learning, from both an adult and child perspectives. This would include: The Bronx Arts Ensemble, Theatre Moves, Studio in a School, Scarsdale' Strings, The Bronx YMCA, The Red Cross, and the Bronx Community Health Network

As we continue to make strides in improving student achievement and increase learning opportunities, we remain committed to doing the following: a) Continue to align our assessments to the curricula, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. b) Continue to embed higher order thinking questions (based upon Depth of Knowledge levels 3 and 4) Promote discussion amongst student peers, c) Continue to embed in the school's culture levels of distributive leadership; thereby ensuring that all stakeholders are given opportunity to voice their concerns.

**09X028 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	746	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	98.1%	% Attendance Rate		90.7%	
% Free Lunch	98.4%	% Reduced Lunch		1.2%	
% Limited English Proficient	30.2%	% Students with Disabilities		21.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		17.4%	
% Hispanic or Latino	80.4%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.59	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.9%	Mathematics Performance at levels 3 & 4		22.7%	
Science Performance at levels 3 & 4 (4th Grade)	74.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan		X	
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>I</p> <p>In an effort to meet the instructional demands of CCLS aligned curriculum that thoroughly encompasses the instructional shifts advocated by both city and state, PS 28X has historically implemented a number of instructional vehicles that presents to its students content based literature that enables all students, regardless to their learning/student classification, to respond (both verbally and in written form) to inquiries that requires them to substantiate their conclusions by means of a number of conventions. This process, which commonly referred to as the “Close” method, would include making text to text, text to self, and text to world connections, being able to extrapolate and then analyze key elements from a text to respond to a myriad of literary based questions, to be able to initially determine the gist of a manuscript, and to evaluate student formative and summative test data as its means of making modifications to unit plans.</p> <p>In moving forward, it is our intention to promote greater consistency in matters pertaining to providing students with highly scaffold and differentiated instruction, so that all students are challenged and are provided with opportunities to confer with one another, in effort to provide meaningful academic feedback to one another. This then will reinforce the idea of trust building among students and staff.</p>		

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In moving forward, it is our intention to promote greater consistency in matters pertaining to providing students with highly scaffold and differentiated instruction, so that all students are challenged and are provided with opportunities to confer with one another, in effort to provide meaningful academic feedback to one another. This then will reinforce the idea of trust building among students and staff.

### **Part 2 – Annual Goal**

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

**By June 2016 students in grades 3-5 will show an increase in ELA performance levels of 3 and above, by employing a number of well- established instructional methodologies and teacher attended professional development opportunities, which will then translate into a 3-5% point gain.**

### **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 Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>		
<p><i>Professional development opportunities are identified, in order to deepen their understanding of the instructional shifts and how to embed these into their teaching practices; with special consideration being given to those teachers that instruct our school's Special Needs students and English Language Learners.</i></p>	<p>Teachers in grades Pre K - 5</p>	<table border="1"> <tr> <td data-bbox="815 1400 987 1656"> <p>Sept. 2015 - June 2016</p> </td> <td data-bbox="987 1400 1167 1656"> <p>ELA Coach: grs 3-5, Teacher Center, I.E.P Teacher, ESL Service providers</p> </td> </tr> </table>	<p>Sept. 2015 - June 2016</p>	<p>ELA Coach: grs 3-5, Teacher Center, I.E.P Teacher, ESL Service providers</p>	
<p>Sept. 2015 - June 2016</p>	<p>ELA Coach: grs 3-5, Teacher Center, I.E.P Teacher, ESL Service providers</p>				
<ul style="list-style-type: none"> <li>• :</li> <li>• <i>In terms of resources, teachers</i></li> </ul>	<p>Teachers in grades Pre K - 5</p>	<p>Sept. 2015: DRA MOSL K-3, Sept 9, 2014 Writing Baseline,</p>	<p>School Administration: Principal</p>		

<p><b><i>have been supplied with new instructional and assessment tools that are reflective of the Common Core such as: DRA Reading Assessment Tool, I Ready Online Assessment and Waterford Online Assessment, Benchmark (all of which is administered school wide), “Core Knowledge” (from gr. K-2) and “Expeditionary Learning” (from gr.3-5), to support their understanding of the CCLS for the grade level and to instructionally address these new standards.</i></b></p> <ul style="list-style-type: none"> <li><b><i>Use of on -going data (DRA, I Ready, Waterford, and baseline) will be reviewed for trends, thereby allowing for strengths and deficits to be identified and addressed on an ongoing basis.</i></b></li> </ul>		<p>November 2015 ELA practice Exam Gr. 3-5,</p> <p>Jan. 2016 Mid-Year Assessment/</p> <p>Running Records, Feb. 2016, ELA Practice Exam, gr. 3-5, June 2016, DRA, Gr K - 5</p> <p>Jan. 2016 Mid-Year Assessment/Running Records, Feb. 2016, ELA Practice Exam, gr. 3-5, June 2016, DRA, Gr K - 5</p>	<p>Assistant Principals, Coaches, and Teacher Center</p> <p>Teachers, School Administration: Principal and Assistant Principals, School Based Literacy Coach, Teacher Center</p>
<ul style="list-style-type: none"> <li><b>Teachers will analyze student data (both formal and informal) to determine individual student and class needs, as well as to develop appropriate student learning outcomes and goals</b></li> </ul>	<p>Teachers in grades Pre K – 5 and school wide Data specialist</p>	<p>Sept. 2015 – June 2016</p>	<p>School Administration and School wide data Specialist</p>

**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.											
Developmental Reading Assessment (DRA), running records, IReady, Waterford Online Assessment, Benchmark Writing Program, Core Knowledge, Expeditionary Learning, DIBELS, Literacy Coaches, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<ul style="list-style-type: none"> <li><u>DRA Reading Assessment, I Ready Online Assessment, Waterford Online Assessment, My On (Personalized Reading Program), Expeditionary Learning/Core Knowledge Assessments</u></li> <li><u>DRA Reading Assessment : January/2016, I Ready Online Assessment; February 2016, Waterford Online Assessment: February 2016, Expeditionary Learning/Core Knowledge Assessments: Ongoing throughout the 2015/2016 academic school year</u></li> </ul>											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	P
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	P
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	P

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Mt Hope Centennial School firmly attributes its “Effective” rating on the 2015 Quality Review in the area of creating a supportive environment to its commonly shared idea (by all stakeholders) that an effective school is one that satisfies student’s basic psychological need for safety, belonging, autonomy, and competence. Every educator here understands that when these basic needs are fulfilled, our students are more likely to become engaged in and committed to the school, and therefore more inclined to behave in accord with our expressed goals and values. Additionally, we accept and are committed to the aims of improving achievement and other student outcomes by strengthening school climate and relationships between students, parents, teachers, administrators, and other school staff.

If we are to accept the idea that a child’s future can to some degree be shaped by the things they do in the hours after school and before their parent(s) get home, extracurricular activities could have a positive qualitative and quantitative impact upon a student’s level of academic 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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the academic 2015/2016 school year, the progress of our level 2 and level 3 students participating in school based extracurricular activities will increase by 3 – 5 % as measured by the NYS reading examination.

**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 and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Yearbook Club will allow for all students in grades 4 and 5 to hone their writing abilities (in various literary genres), which will then produce a catalogued book of remembrances.</p>	<p>Teachers in grades Pre K - 5</p>	<p>Sept. 2015 – June 2016</p>	<p>Coaches, Teacher Center, and , IEP Teachers</p>
<p>Basketball team, which is comprised of male and</p>	<p>Teachers in grades Pre k - two</p>	<p>Sept. 2015, Math baseline, K-5, Mid Line Assessment, Jan.</p>	<p>Coaches, Teacher Center, and , IEP Teachers</p>

<p>female students in grades 4 and 5, will meet once a week for practice, and will compete in District 9 Elementary</p> <p>School tournaments. Additionally, in an effort to sustain appropriate levels of academic achievement, students Must attend a once weekly “Study Hall” after school class.</p> <p>. School based debate team will follow those rules governed by official debate team regulations, which will allow for more opportunities for students to converse on matters relevant to today’s world issues.</p>		<p>2016, Pre K -2, Math End line Examination, May 2016</p>	
<p>ELA &amp; Math Academy will provide all students with additional support academically.</p> <p>ELL academy will provide students with additional support . .</p>	<p>Teachers in grades Pre K – grade 5</p>	<p>Sept. 2015: math base line, math practice Exam, Gr. 3-5, Dec. 2015, Math Mid-Year Gr. K-5, math practice Exam, March 2016, Gr. 3-5, Math Endline Exam, May 2016, Gr K-5</p>	<p>Coaches, Teacher Center, and , IEP Teachers, All school administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p><b>Go Math Curriculum, I Ready, Waterford Online Assessment, Mathematics Coach, Data Specialist, Teacher Center, SMART Boards, laptops, desktops, IPADS, and classroom assessments.</b></p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><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.</p>
<p><b>Diagnostic Assessment: “Show What You Know Assessment”</b></p>

**“Soar to Success Math”**

**“ Diagnostic Interview Task”**

**Formative Assessment: Lesson Quick Check in every lesson**

**Mid-Chapter Checkpoint**

**Summative Assessment: Chapter Review/Chapter Assessment**

**Online Assessment: I Ready, Waterford**

**Progress Monitoring Activities:**

- **Math Practice Exam #1: December 2015**
- **Mid-Year/Midline Assessment: January 2016**

**Math practice Test #2: March 2016**

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

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>At the onset of the 2015/2016 academic school year, it was determined that greater emphasis must be given to providing all teachers with professional development opportunities that is tailored to meet their individual needs. Therefore, teachers were given a questionnaire which allowed for them to articulate their pedagogical and content area concerns. This tool then allowed for them to become more reflective when determining their professional s goals; which then provided school administration valuable data on the types of professional development needed to be structured for the school year.</p> <p>Our school holds weekly professional development where staff participates in tiered activities based on teacher needs and student data trends. Our professional development topics include differentiated student activities (work stations), curriculum adjustment and alignment, fluency and application in mathematics, etc.</p>		

**Part 2 – Annual Goal**

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

By June 2016, 100% of staff will have participated in a teacher led professional development session in order to increase student ELA and math performance as measured by the percentage of students scoring levels 3 and 4 on New York State standardized examination.

**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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Weekly professional development</p>	<p>All ELL teachers and service providers of our ELL students in grades K - 5</p>	<p>September 2015 – June 2016</p>	<p>ELL Teachers., Literacy coach, Principal, Assistant Principal, Teacher Center</p>
<p>Vertical &amp; Horizontal planning</p>	<p>All ELL and Bilingual Teachers</p>	<p>September 2015 – June 2016</p>	<p>ELL Teachers., Literacy coach, Principal, Assistant Principal, Teacher Center)</p>
<p>Teacher focused PD based on Danielson Feedback</p>	<p>All ELL and Bilingual Teachers</p>	<p>September 2015 – June 2016</p>	<p>ELL Teachers., Literacy coach, Principal, Assistant Principal, Teacher Center)</p>

Student focused PD based on school-wide data, NYS Testing Data, periodic assessment	All ELL and Bilingual Teachers	September 2015 – June 2016	ELL Teachers., Literacy coach, Principal, Assistant Principal, Teacher Center
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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.											
<b>Developmental Reading Assessment (DRA), IReady, Waterford Online Assessment, Imagine Learning, Benchmark Writing Program, Core Knowledge, Expeditionary Learning, DIBELS, Literacy Coaches, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries, Experience Corps., ESL Teachers, Network Support Staff</b>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.											
<ul style="list-style-type: none"> <li><u>DRA Reading Assessment, I Ready Online Assessment, Waterford Online Assessment, My On (Personalized Reading Program), Expeditionary Learning/Core Knowledge Assessments</u></li> </ul> <p><u>DRA Reading Assessment : January/2016, I Ready Online Assessment; February 2016, Waterford Online Assessment: February 2016, Expeditionary Learning/Core Knowledge Assessments: Ongoing throughout the 2015/2016 academic school year</u></p>											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In an effort to meet the instructional demands of CCLS aligned curriculum that thoroughly encompasses the instructional shifts, PS 28X has developed a schedule for conducting instructional visits. The school’s principal and assistant principals will support classroom teachers in differentiating instruction through the use of varying process, content and products to address the needs of their targeted population. Findings are shared with the staff through various forums throughout the year.</p> <p>Administrators will implement the Danielson Framework when conducting observations and debriefing with teachers. Administrative cabinet meetings will review teacher progress and develop supports which reflect the instructional needs.</p> <p>Administration will conduct frequent formative observations and provide feedback and professional development to support improved practice in identified competencies. Learning Walks will be used to collect low inference data that will support decision-making and as a way to monitor teacher progress at a grade and school level.</p>		

**Part 2 – Annual Goal**

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

***Through the observation process the administration will work with teachers on moving from one competency level to the next, based on the Danielson Framework.***

**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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b><i>Teachers will be supported to meet the challenging academic content by meeting the expectations as set by their goals, student goals, and the school's instructional focus.</i></b></p>	<p>All teachers and service providers</p>	<p>September 2015 – June 2016</p>	<p>Administrators, coaches, Teacher Center,</p>

<b>Administration will evaluate teachers based on components of Danielson Framework.</b>	All teachers	September 2015 – June 2016	Administrators
<b>Administrators will assist teachers with developing an understanding of questioning and discussion techniques and how to facilitate positive classroom discourse; which will then bring about higher degrees of trust between teacher and students, and also student to student relations..</b>	All teachers and service providers	September 2015 – June 2016	Administrators
<b>District support specialist will provide for targeted PD as identified by teacher surveys and feedback</b>	All teachers	September 2015 – June 2016	District support specialist

**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.											
Danielson Framework, Go Math program, Developmental Reading Assessment (DRA), IReady, Waterford Online Assessment, Imagine Learning, Benchmark Writing Program, Core Knowledge, Expeditionary Learning, DIBELS, Literacy Coaches, Data Specialist, Teacher Center, SMARTBoards, laptops, desktops, IPADS, classroom libraries, Experience Corps., ESL Teachers											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<u>Our school wide mid-year assessment data (ELA) is due January 2016. The school cabinet will meet to analyze the student data trends. They will look for evidence to determine teacher professional development by analyzing student work samples, student assessments, and ELA test simulation data. Half of all teacher observations will be completed. Administrators will review the dashboard reports on Advance to determine next steps for teachers.</u>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Data collected by teachers of student performance on various benchmarks and other forms of assessments indicate the need to continue to build a strong learning environment that involves parents in the education of their children. Many of our parents are non-English speaking, from diverse cultures. We as a learning community need to give them the confidence and knowledge base to be able to assist their child/children academically at home. With this in mind there will be a series of parent workshops that are coherently focused to meet the academic and social needs in specific content areas of their child/children. We offer a welcoming and nurturing environment for parents whereas language will not be seen as a barrier.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p><i>By June 2016 student proficiency will increase in ELA performance of level 3 by 3%, which will correlate to the increase in parental involvement; as evident by their attendance in school based workshops.</i></p>
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**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)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent workshops and trainings identified in order to deepen their knowledge base academically:</p> <ul style="list-style-type: none"> <li>• Literacy CAFÉ</li> <li>• Common Core Learning Standards ( <ul style="list-style-type: none"> <li>• NYSESLAT</li> <li>• SIOP Model</li> </ul> </li> </ul>	<p>Parents/Caregivers</p>	<p>Sept.2015-June 2016</p>	<p>Borough Field ELL Support Specialist, School Administration</p> <p>Parent Coordinator, ELA Coaches,</p> <p>UFT Teacher, IEP Teacher</p>

Monthly newsletters backpacked  Open House  Parent/Teacher Conferences with Bilingual Support  Fa  <i>Monthly "Breakfast with the Principal" (Informational Session)</i>	Parents/Caregivers	Sept.2015-June 2016	Classroom Teachers, Data Specialist,  School Administrative Team, Parent Coordinator, Coaches,  UFT Teacher Center, IEP Teacher
<i>Family Night with Bilingual Activities/Supportsmily</i> Night with Bilingual Activities/Supports	Parents/Caregivers	Sept.2015-June 2016	Administrative Team

**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.											
School Administration and Staff, CFN; ELL Support Specialists, schedule adjustments, instructional resources in ELA and Math.											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
The parent coordinator will check the attendance sign-in sheets for workshops to determine how many parents are attending. If attendance falls below our targeted goals, she will reach out to parents via newsletters and phone calls.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Tier III  One year below grade level	Foundations Program  Edmark  Explode the Code  I Ready Online Assessment  Core Knowledge  Expeditionary Learning  Waterford Online Assessment  Smart board Resources	Small Group  One to One  ELA Academy	During School Day  After School Academy
<b>Mathematics</b>	Tier III  One year below grade level	Go Math  Program/Tiered & Intensive Support  I Ready Online Assessment  Waterford Online Assessment  Smart Board Resources	Small Group  One to One  Math Academy	During School Day  After School Academy
<b>Science</b>	Tier III  One year below grade level	McGraw-Hill Program  Smart board Resources	Small Group  One to One	During School Day

<b>Social Studies</b>	Tier III  One year below grade level	McGraw-Hill Program  Smart board Resources	Small Group  One to One	During School Day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Any behavior that interrupts another student's academics  Emotional Trauma	Counseling and Mental Health Services	Small Group  One to One  Montefiore Clinic-Sessions/Outside Referral to Mental Health Clinic	During School Day  After-School Hours

## 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>1-The P.S. 28 hiring committee will recruit new teachers from career fairs and colleges.</p> <p>2-Teachers will be given multiple professional development opportunities to meet areas of improvement.</p> <p>3-Coaches and Teacher Center Staff will provide support and professional development for all staff members.</p> <p>4-Teachers will be given multiple opportunities to attend professional development outside the school, including professional development provided by New York City and the Network.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Professional Development:</p> <p>Danielson Framework</p> <p>Workstations</p> <p>Assessments</p> <p>D.E.A.R.</p> <p>Special Education Compliance</p> <p>New Teacher PD</p> <p>Technology Development and Planning</p> <p>Curriculum/Lesson Planning</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**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:
DRA Assessments
Dibels
I Ready Online Assessments
Waterford Assessments
MyOn Personalized Reading Program

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

<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 enables, a Schoolwide Program school must identify in its
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Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	664,123.00	X	All goals
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	248,116.00	X	All goals
Title III, Part A	Federal	28,832.00	X	English Language Learner goals
Title III, Immigrant	Federal	0	X	English Language Learner goals
Tax Levy (FSF)	Local	3,942,701.00	X	All goals

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

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

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

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 28X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 28X** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</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;

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

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

### **School-Parent Compact (SPC) Template**

**P.S. 28X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</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;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 28X</u>	DBN: <u>09X028</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>247</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
# of certified ESL/Bilingual teachers: <u>10</u>
# of content area teachers: <u>0</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: \_

Our English Language Learners (ELLs) account for 33% of our overall student population. There are currently 247 students receiving ELL services. P.S. 28 offers the option of Transitional Bilingual Education in grades K-5 for students whose first language is Spanish, as well as Freestanding ESL instruction, based on parent choice. Through data analysis of our 2014 NYSESLAT scores, teachers and administrators identified writing as an area in need of improvement. This was the trend school wide. In addition, when comparing ELA and NYSESLAT scores, 100% of our advanced level students scored a Level 1 or 2 on the ELA exam. See Chart 1 below. Based on the analysis of this data, we have identified writing as the focus for our Title III Supplemental Program.

### Chart 1

#### PS 28 MOUNT HOPE

NYSESLAT: Beg. Int. Adv. Prof.

#### NYS TEST

<u>1</u>	<u>19</u>	<u>21</u>	<u>10</u>	<u>2</u>
<u>2</u>	<u>0</u>	<u>1</u>	<u>9</u>	<u>1</u>
<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>

#### NYS TEST

<u>1</u>	<u>100%</u>	<u>95%</u>	<u>53%</u>	<u>40%</u>
<u>2</u>	<u>0%</u>	<u>5%</u>	<u>47%</u>	<u>20%</u>
<u>3</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>20%</u>
<u>4</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>20%</u>

All ELLs, including newcomers and immigrants, SIFE students, Long-Term ELLs, and Special Education ELLs from grades K - 5 are invited to attend our ELL Academies. The Academies will begin in January 2015 and will continue until April 2015 for a total of 12 sessions. We will have two separate academies for our ELLs: A Writing Through Drama Academy for grades K-2 and a Writing Academy to service grades 3-5. Students will be grouped by grade and proficiency level with a total of 10 groups for both academies. The Early Childhood Academy will consist of five groups: two groups in Kindergarten (with two certified ESL teachers), one group in first grade (with one bilingual certified teacher), and two groups in second grade (with two bilingual certified teachers). The grades 3-5 Academy will also consist of five groups: two groups in third grade (with two bilingual certified teachers), one group in fourth grade (with 1 bilingual certified teacher), and two groups in fifth grade (with 2 bilingual certified teachers). The language of instruction for both academies will be English.

Our Title III ELL Academy for K-2 will take place after school hours on Thursdays from 2:20 – 4:20 pm. It will be a total of 12 sessions with the Bronx Arts Ensemble. Bronx Arts Ensemble is an arts residency that addresses the Common Core Anchor Standards for writing through the lense of physical theater. Research shows that total physical response (TPR), role play, and kinesthetic learning are best practices for ELLs when acquiring a new language. This approach of "physicalizing language" will be used as a scaffold to further develop the writing skills of our ELLs in the early childhood grades.

Our Title III ELL Academy servicing grades 3-5 will take place on Saturdays from 9:00 am - 12:00 pm. It will be a total of 13 sessions with a focus on the writing process, using the workshop model. Through this academy, ELL students in grades 3-5 will receive a total of 3 extra hours of ESL/ELA instruction per

### Part B: Direct Instruction Supplemental Program Information

week. In addition, all of our grade 3-5 ELL students, including former ELLs, will be invited to participate in our ELA and Math After- School Programs, at no cost to Title III.

### 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: \_

Arts Bronx Ensemble will provide professional development to all K-2 ELL Academy teachers in using drama techniques to enhance student writing. In addition, this professional development will include strategies on building community in the classroom as students learn to write and choreograph in collaboration with their peers. This session will take place on a Thursday, (2:20 - 4:20 pm) one week prior to the start of the Early Childhood Academy.

ELL Academy teachers of grades 3-5 have met with administration and coaches to analyze the NYSESLAT and ELA data from the 2013-2014 school year. The literacy coach and the CEI ELL Instructional Support Specialist will provide professional development on best practices for the teaching of writing to ELL students. These sessions will be ongoing during after-school hours. In addition, the Network ELL Support Specialist will provide professional development on using SIOp interaction strategies to improve student writing. This PD session will take place on Thursday, December 4th from 2:20-4:20 pm. Teachers will also attend professional development on informational writing by Tony Stead offered by the New York City Department of Education's Division of English Language Learners and Student Support. Teachers of the grades 3-5 ELL Academy will also attend professional development in the area of writing. This PD will provided by Nancy Cloud offered through the Fordham University Rbern. Both sessions are at no cost to Title III.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Adult ESL Programs are designed to help immigrants and others who have not yet developed proficiency in English to acquire the basic knowledge and skills they need to function effectively as parents, workers, and citizens. Due to the large ELL population in our school, many parents of our students have limited English proficiency. With this in mind, we will offer adult ESL classes. These classes will be held on Thursday afternoons from 2:20-4:20 pm. Each class will last for two hours and a total of 12 sessions will be offered. Ms. Velez, a certified bilingual teacher, will be the instructor for this program. An invitation will be sent to all P.S. 28 parents. This program will also be offered to all community members and postings will be placed throughout the community.

**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>	_____	_____
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>09</b>	Borough <b>Bronx</b>	School Number <b>028</b>
School Name <b>Mount Hope Centennial 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>Stephen Beckles</b>	Assistant Principal <b>George Prisco, Lissette Alba</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>ENL Teacher: Jacquelyn Bourdon</b>	School Counselor <b>Nancy Ramos</b>
Teacher/Subject Area <b>Bilingual Teacher: Lucy Rivera</b>	Parent <b>Johanna Camacho</b>
Teacher/Subject Area <b>ENL Teacher: Eileen Bresnan</b>	Parent Coordinator <b>Maria Reyes</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Leticia Rodriquez- Roosario</b>	Other (Name and Title)

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>772</b>	Total number of ELLs	<b>249</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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	2	2	2								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>	249	<b>Newcomers</b> (ELLs receiving service 0-3 years)	169	<b>ELL Students with Disabilities</b>	52
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	39	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>		1	2		1	0		0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	61	0	20	20	0	14	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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 Spanish	25	26	22	9	26	26								0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	35	36	35	20	30	28								0
Chinese														0
Russian														0
Bengali	1													0
Urdu														0
Arabic				1		2								0
Haitian														0
French	1				1	1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2			1	2	1								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> (Beginning)	1	9	3	1	17	7								0
<b>Emerging</b> (Low Intermediate)		8	16	5	13	7								0
<b>Transitioning</b> (High Intermediate)		1	5	7	3	5								0
<b>Expanding</b> (Advanced)		26	9	16	8	22								0
<b>Commanding</b> (Proficient)		9	1	4	4	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses the DRA (English and Spanish) to assess reading engagement, oral reading fluency, and comprehension of texts. We also use i-Ready, an interactive online diagnostic and instructional program to assess students at the beginning of the year and identify content areas of strength and weakness. These diagnostics (DRA & I-Ready) provide information about the students as readers (reading preferences and habits, phonological & decoding skills, oral fluency, comprehension abilities), as well as their skills in reading and math. The teachers use this data to group students based on reading and math levels, reading behaviors, and skills, and helps the school to identify students in need of further support. Teachers reassess students at least every 6 weeks; grouping is flexible and constantly changing.  
  
 Native Language is assessed using the Estrellita Benchmark Assessment in grades K-2. This assessment is a diagnostic to test for foundational skills in Spanish, and is intended as a Spanish intervention instructional program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our students are performing better in listening and speaking than in reading and writing. This is the normal trend with ELL students, and so we are making sure that our ELLs are identified for further RTI services and involved in small-group instruction to target specific modalities, as well as whole class lessons in bilingual & ESL classes. Our ELLs are provided with specialized reading & writing strategies to target identified weaknesses for each student (as per assessment tools) and they are identified for Title III academies.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
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*.]  
 Within the classroom, teachers are using assessment data to provide small group instruction based on students' needs. Students who are not making adequate progress within the classroom are referred to Tier II intervention and receive further support from RtI teachers.  
 Our school engages in four steps to help our ELLs become successful students. The first step for incoming students is to provide an assessment to determine language proficiency. Once the data is gathered and analyzed, we determine whether or not if the student is in risk of academic intervention. The students receive academic intervention in the classroom environment, supported by coaches. Along with the daily academic studies, the students attend a Saturday Academy, in which they follow a specific program based on their needs and academic levels.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
 Our school looks at the NYSESLAT scores and their performance in the different modalities to determine the developmental needs of each student. In Bilingual classes we plan our lesson based on four modalities which include: reading, writing, listening, and speaking.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
 The success of the ELL program is evaluated by looking at both formative and summative assessments as well as student work portfolios and reading logs.  
 These assessments allow are teachers teams to analyze student work, create progress monitoring checks, rigorous tasks, and units of study.
- NYSESLAT Exam Data/ State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT comparison)
  - In-House Baseline, Midline, Endline Data K-5 (Reading, Writing, Math, Social Studies, Science)
  - Unit Assessments (Criteria/Rubrics)
    - o Writing Benchmarks
    - o Math (Pre/Post, Progress Checks, H.O.T/Extended Response)
    - o Waterford/IReady Online Assessment

## 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.  
 At PS 28x both the ENL teacher, ENL/bilingual RTI teacher, and ELL Coordinator/Administrator are present during the registration process. These pedagogues administer to parents or guardians the Home Language Identification Survey (HLIS). The HLIS is used to determine if the child is eligible to take the NYSITELL. The NYSITELL is administered in If the child is eligible, it is administered within 5 days of enrollment to determine the level of English proficiency. Next a parent selection orientation is scheduled so that parents may select a program choice in their native language.
- 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).  
 All placement decisions are determined by the results of the NYSITELL. Next, a meeting is scheduled with parents for the program selection and to interview them regarding their child's previous education. Letters are then sent home to invite the parents to an orientation meeting regarding ELLs information on the different available programs. After watching the orientation video (given in their home language), the parents complete a survey regarding their selections. After completion of the survey, we determine if the student is considered a SIFE.

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).  
After an evaluation is conducted by the School Assessment Team and Language Proficiency Team, students are then determined the language of instruction, based on the IEP. If a child's language is bilingual, they are then placed in a bilingual transitional class.
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.  
A protocol is followed to ensure that entitlement and non-entitlement parent notification letter are distributed within five school days. This protocol includes administering the NYSITELL within three days of enrollments. Answer sheets are then immediately scanned into ATS. Upon completion of scanning the answer sheets into ATS, a NYSITELL Report sheet is printed, indicating students' language proficiency levels. From there, an entitlement or non-entitlement letter is completed, photocopied (for the Student Compliance Binder), and sent home. In addition, a checklist cover sheet is created for each student and upon completion of certain compliance items, including the entitlement and non-entitlement letters, the appropriate box is checked.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).  
During administration of the HLIS at registration and during the ELL Parent Orientation, parents are informed of their right to appeal their child's ELL status within 45 days of enrollment.
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.  
After the initial assessments are complete, several Parent Orientations are held for parents of identified ELLs within 10 school days. A description of the three programs available for English Language Learners are discussed in both English and Spanish and a video is shown which describes each program in more detail. The video is viewed in each parent's home language. The ENL teachers, Bilingual teachers, Assistant Principal, and Parent Coordinator are available to answer any questions and/or concerns.
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.  
Parents are sent an entitlement letter when their child was identified as an ELL based on NYSITELL results. The entitlement letter includes dates for Parent Orientations to view the parent video and fill out the Parent Survey and Selection Form. If a parent does not attend the orientation, they are then called in for a one-on-one meeting with the assistant principal. Parent program choices are monitored through the ELPC screen on ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
ENL teachers keep of record of the parents who have completed the survey during the registration process. If a parent does not attend one of the orientation meetings, we contact them by phone, and set up a one-on-one meeting.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our school sends the ELL entitlement letter to parents within 5 days informing them of their child's entitlement to receive ELL services and the parents right to choose one of the three programs offered in NYC schools. Parents of entitled students also receive invitation letters to attend the parent orientation sessions in order to present valuable information and all three programs available for ELLs. Parents are also notified that they have the right to appeal the ELL status within 45 days of enrollment. If a parent is not able to come in to school, letters are sent home with student and a phone call is made to inform the parent of student program placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documentation is placed in a binder kept in the ESL classroom by ENL teachers who are responsible for the documentation.
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.  
ENL teachers meet with all bilingual and ELL teachers to discuss the administering process. Next a memo is distributed to all proctors, informing them of the schedule and the testing procedures. The NYSESLAT is given within the designated time frame. Teachers keep a record of the dates when each child is administered part of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
During the first week of a new school year Continued Entitlement and Transitional Support letters are sent home to parents. These letters inform parents of their child's language proficiency level and the continued program in which their child receives English services. The RLAT report is used to identify students' language proficiency levels.
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).

## 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.

We also offer a free standing ENL pull-out program. The pull-out ENL program is taught by certified ENL teacher. These students receive ENL services to meet the requirements as per CR Part 154.

Imagine Learning was added to our school during the 2014-2015 school year and continues for the 2015 and 2016 school year. This is a computer-based program used in the ENL program. This program focuses on individual needs as well as vocabulary development and oral language in all content areas. Imagine Learning also helps students develop reading fluency and comprehension.

b. TBE program. *If applicable.*

All of our bilingual classes, are taught by certified bilingual teachers. Our bilingual students are grouped by grade level. All teachers participate in either Core Knowledge or Expeditionary Learning programs. These include oral language development, reading and writing workshop and word study in NLA and ELA. Students will also engage in a computer based program called I-Ready that targets reading and math. In the reading component the program helps students develop comprehension, letter fluency, phonics. In math the focus is on number sentences, word problems, number identification which is common core aligned skill based lessons. Small group instruction (SGI) provided by the classroom teacher is strategic and flexible. SGI is driven by ongoing assessment data, targets student's needs, and includes various ENL strategies. Our bilingual classes develop the Spanish language through Native Language Arts instruction. Our mathematics program is Go Math, which is taught in Spanish.

c. DL program. *If applicable.*

N/A

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

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

N/A

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.

One of the programs used in ENL is the computer based program Imagine Learning. Imagine Learning is built specifically to address Common Core State Standards. Students are introduced to a diverse array of critical content. The program features activities designed to help students broaden their foundational, language and speaking/ listening skills, while interacting with a variety of informational and literary texts. Students are exposed to literature and direct instruction in reading, speaking and listening skills. In this program students are exposed to and acquire new vocabulary that they will encounter in language arts, science, math, and social studies. TBE Students also receive instruction in their native language within the Math curriculum Go Math but the ENL students have the curriculum done in English. TBE and ENL students receive Science and Social Studies through the Expeditionary program and Core Knowledge.

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

When a child is entering the NYC school system for the first time the home language survey is completed. If it is determined that the child speaks another language besides English we begin assessment with an interview and by administering the

NYSITELL. If the student's home language is Spanish, the student will also be assessed with the Spanish LAB. During the school year student's progress will be monitored using the Estrellita, running records, student work, portfolio review, and teacher observation.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
During the school year, the child is assessed in the four modalities (listening, speaking, reading, and writing) to track and monitor the student's progress. Assessments determine programs, interventions, and instruction. The bilingual classes use the Estrellita, running records (Spanish and/or English), student work, portfolio review, teacher's conference notes, teacher observation, practice exams, ELE and NYSESLAT to monitor student progress.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

A. N/A

**B. Newcomers (0-3 years/Bilingual):**

New arrivals to the country are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed. The RTI Team assists in this process. AIS services in literacy and mathematics are provided by Title I to support our new arrivals as well as our students who are considered long term ELL's. An orientation for parents of the newly registered Bilingual kindergarten students takes place in August each year. The parents and students come to the school to meet the teacher and have the opportunity to familiarize themselves with the building, the classroom, and the curriculum. The Principal and the Parent Coordinator, along with teachers, organize this very successful event.

For all new arrivals there is a focus on interventions that assist them in developing reading skills to prevent these children from becoming long-term ELLs.

Imagine Learning is used in the second grader for Entering, Emerging, transitioning, expanding and commanding ELLs. Imagine Learning is an interactive program used to strengthen literacy skills. Imagine Learning provides students with the skills to build listening and speaking skills, as well as vocabulary development. Imagine Learning also develops student's Native Language skills.

Selected students also have the opportunity to work on an additional technology based program called Waterford. This program is used to develop language, literacy, and content knowledge to build on academic growth.

**Long-Term ELLs 4-6 years**

Students who are Long Term ELL's receive a variety of services to support their learning. IReady/MyOn online assessments is used to develop fluency and comprehension, review and acquire new vocabulary in all content areas. Student selection for these AIS groups is based on a variety of data sources. Some of the data sources include: standardized exams (LAB R, NYSESLAT, ELL predictives, ELA, and ELE), portfolio review, Estrellita, and teacher conference notes. The language of instruction varies according to the group being serviced by providers who are proficient in both languages. Students also receive additional support during the Literacy block with the ENL teachers.

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.  
During the school day, there is a Bilingual RTI staff member that provides services to these students and grouped according to their language level.
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?  
During the school day students engage in a variety of instructional strategies across content areas, to develop both communicative and academic proficiency in English. Students engage in guided reading groups, reciprocal teaching, accountable talk, and activities which revolve language development (SIOP/CAFÉ strategies) within the Core Knowledge and Expeditionary Learning materials.

Chart

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?

Based on baseline and ongoing assessment data we identify students strengths, needs and next steps allowing us to create individual instructional plans that target students diverse needs by building on their strengths and interests.

Some of our ELL's receive mandated support services as stated on their IEP's. These mandated services may include class assignments to a monolingual class with ENL services; SETTS ( push in/ pull out); Bilingual Speech Services; and/or Bilingual Guidance Services. Our teachers receive professional development in ENL and Special Education. Teachers are also encouraged to speak to our Response to Intervention Team when they have concerns about students social and academic progress.

**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 <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></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> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

Chart

\*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> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> 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> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

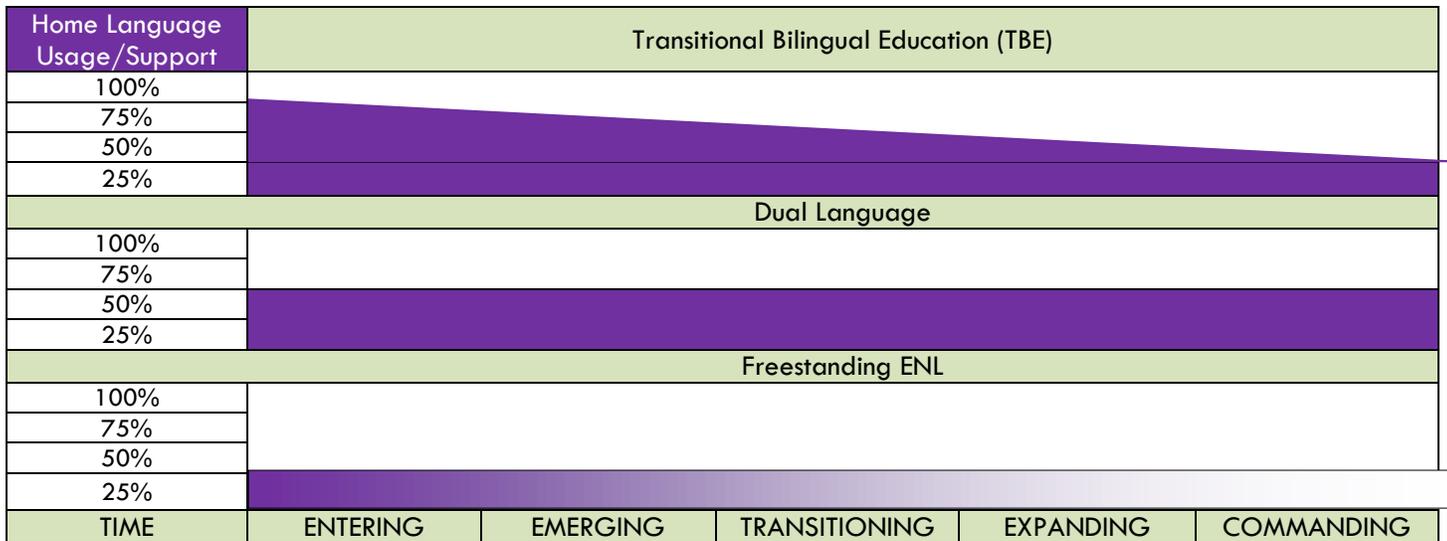


\*Note: “other approved services” does not apply to New York City at this time.

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. Certified ESL teachers push into classrooms on a daily basis to provide our students with the required services. The ESI teacher plans with the classroom teacher and follows the same curriculum which is being taught. Instructional strategies such as scaffolding and cooperative learning groups are designed to meet the needs of our population. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and academies. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
N/A
12. What new programs or improvements will be considered for the upcoming school year?  
TBD
13. What programs/services for ELLs will be discontinued and why?  
We do not have any programs that will be discontinued for this 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.  
The ELL students are afforded equal access to all school programs. All student placement is determined based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school academies such as small group instruction, NYSESLAT practice, Waterford and iReady, that will help students overcome obstacles and give them tools and strategies that they will need to become more successful.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
All ELL students also receive additional support by using classroom materials such as mentor texts, textbooks, English/Spanish/picture dictionaries, thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accessibility, Imagine Learning, Waterford and iReady.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native Language support is delivered according to CR-Part 154 requirements in conjunction with tools and strategies previously mentioned. Students also have access to Literature in their Native Language and glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All ELL/ESL services and resources correspond to student's academic levels, needs, age and grade-level. The ESI teachers meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed. Our ELLs also receive supplemental resources that are grade and age appropriate to make content more comprehensible and meaningful.
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).  
All newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. All parents will have the opportunity to visit classrooms and other school facilities. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation.
19. What language electives are offered to ELLs?  
N/A
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)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All teachers will attend professional development pertaining to educating ELL/ESI students. Professional Development for all ELL personnel will be offered at our school to meet the New CRPart 154 requirements.
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?  
Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As students proficiency develops, the scaffolds available change to ensure academic success while promoting independence and confidence in preparing them for middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Professional development is provided to the staff every Monday. Also throughout the school year teachers will be given the opportunity to attend other workshops regarding ENL.

### 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?

Throughout the school year, parents of all ELL students are sent progress reports outlining their child's academic and language development. End of unit assessments and culminating writing assessments are analyzed and next steps are generated. Parents are notified and invited to meet with teachers on Tuesdays during our schools parent outreach time. At these meetings, teachers discuss recent assessment results and reinforce various ways the parent can continue to support their child at home both socially and academically. Translators are provided and are present during the meeting with the parent and teacher. Parents are also offered after school workshops once a month where they can come to school and learn about a variety of topics ranging from how to support their child emotionally, how to encourage the use of the New language at home, goal setting, technology, nutrition, Asthma, children's literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child's learning. An ENL Program for adults is also facilitated by our Parent Coordinator and ENL Teacher.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

During the school year we have many meetings, conferences, parent/ student/ teacher evenings to engage and collaborate with families. Some of the events that occur in our building are:

- \* ELL Parent Orientation
- \* Back to School Night
- \* Grade Newsletters
- \* Parent Association Meetings
- \* Parent ESL Classes
- \* Phonemic Awareness/Literacy Workshops

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A
5. How do you evaluate the needs of the parents?  
The parent coordinator hosts meetings and provides parents with a survey to assess the parental community's needs.
6. How do your parental involvement activities address the needs of the parents?  
The meetings inform parents of the curriculum and instructional strategies offered to their students on a daily basis. Also parents are invited into classroom to be part of their child's learning experience.

### 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.



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
S. Beckles	Principal		9/28/15
L. Alba	Assistant Principal		9/28/15
M. Reyes	Parent Coordinator		9/28/15
J. Bourdon	ENL/Bilingual Teacher		9/28/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
V. Matthews	Coach		9/28/15
	Coach		
N. Ramos	School Counselor		9/28/15
L. Rodriguez-Rosario	Superintendent		9/28/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		9

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **09028x**      School Name: **PS 28x**  
Superintendent: **Leticia Rdoriqu**

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

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

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

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

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

---

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

Language preferences are done within the HLIS and emergency contact cards.

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

English and Spanish

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Calendar  
Parent Teacher Announcements  
SLT & PTA Parent Letters  
Testing Information Parent Letter

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.

Parent Teacher Conferences  
Curriculum Night  
School Family Worker Calls  
Guidance Counselor Calls

### **Part C: Providing Language Assistance Services**

---

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

Translation is done by the parent coordinator or administrator.

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.

These needs are provided over the phone calls by school family worker, guidance counselor, and school administrator.

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

---

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

There will be a general assembly to turn key the necessary information.

## Part E: Providing Notice of Language Assistance Services

---

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

### Checklist of Notification Requirements

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

## Part F: Monitoring and Quality Control

---

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

Parent Survey  
Parent Teacher Conference Feedback