



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

07X031

School Name:

P.S./M.S. 031 THE WILLIAM LLOYD GARRISON

Principal:

JAYNE HUNNEWELL

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: William Lloyd Garrison School Number (DBN): 07X031
Grades Served: Pre-K-8
School Address: 250 East 156th Street, Bronx, NY 10451
Phone Number: 718-292-4397 Fax: 718-292-4399
School Contact Person: Diedra Thomas Email Address: DThomas7@schools.nyc.gov
Principal: Jayne Hunnewell
UFT Chapter Leader: William Woodruff
Inez Maldonado
Parents' Association President: Wanda DeLeon
SLT Chairperson: Linda Mitchell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Inez Maldonado
Student Representative(s): N/A
N/A

District Information

District: 07 Superintendent: Ms. E. Alvarez
501 Courtlandt Avenue
Superintendent's Office Address: Bronx, New York
Superintendent's Email Address: _____
Phone Number: 718-742-6500 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
Jayne Hunnewell	*Principal or Designee	
William Woodruff	*UFT Chapter Leader or Designee	
Inez Maldonado Wanda DeLeon	*PA/PTA President or Designated Co-President	
Mary Goff	DC 37 Representative (staff), if applicable	
Inez Maldonado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Linda Mitchell	Member/Teacher	
Pilar Rivera	Member/ Teacher	
Ivonne Padilla	Member/ Teacher	
Kristin Vasi	Member/ Teacher	
Jasoda Austin	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brenda Lawrence	Member/Parent	
Irene Watson	Member/ Parent	
Xiomara Serrano	Member/Parent	
Diana Melendez	Member/ Parent	
Danielle Poole	Member/ Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

At PS/MS 31, our vision is to ensure that all children can and will learn. We will maintain high expectations and promote academic excellence for all students. We will create and support a school environment in which all children and adults feel welcomed, respected, trusted, and an important part of the school. We will create an environment where we can learn together and support each other. We will create an environment that requires students and adults to challenge themselves regularly and challenge each other respectfully. We will foster a positive school climate of a caring community which respects and values diversity and nurtures everyone's self-esteem. Our community of learners will be college and career ready due to our constant push to provide rigorous, critical thinking and decision making opportunities.

PS/MS 31 is located in the Mott Haven section of the South Bronx, a few blocks away from the County Courthouse and Yankee Stadium. PS/MS 31 a Pre-K- Grade 8 School that serves a population of approximately 735 students from culturally diverse backgrounds.

According to recent data, 70.1% of the population is Hispanic, 25.8% Black, 2% Asian and 2% other. Approximately 21.2% of the population is special needs. PS/MS 31 offers students with special needs, the full continuum of services including special education teacher supports, collaborative teaching, instruction in self-contained classes, and related services such as Speech and Language, Counseling and Occupational and Physical Therapy.

In addition, 17% of PS/MS 31's populations are English Language Learners with Spanish as the predominant language, and a growing number of Arabic and French speaking students. At PS/MS 31, there is an ESL pull-out program for grades K-8. Our teachers provide small group academic intervention services for students identified by their scores on the Common Core New York State Test.

PS/MS 31 is a PBIS, Positive Behavior Intervention School. Students that demonstrate positive and appropriate behaviors receive "Gary Bucks" as rewards. Students use their rewards to choose from a menu of tangible activities such as lunch with teachers or administrators of their choice, celebrations, or auctions for purchasing items of interest.

PS/MS 31 offers after-school programs such ASPIRA for grades Kindergarten- 8th Grade, and Urban Dove for Grades 3-5. Students engage in interest clubs, including animation, drama, film and mock trials.

Our school's strengths include the purchase of I-Ready and EngradePro to support the utilization and disaggregation of data in order to support data-driven planning and instruction. The school provides opportunities for teacher teams to work collaboratively to evaluate, develop, and improve instruction, resulting in the sharing of best practices which will directly impact student achievement. Consultants from Literacy and Matters support this work.

PS/MS 31 will continue to improve the collaboration between the staff and the consultants in order to further design and develop professional learning opportunities that will result in teams examining student data to plan for cognitively engaging tasks that will lead to critical thinking and higher order skill development. Secondly, PS/MS 31 will improve student voice by encouraging students to become part of the decision making process. Students will be empowered to improve school community concerns such as students not feeling that they treat each other with respect, and the school offering enough variety of programs to keep them interested in school.

07X031 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	729	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	12	# Music	9	# Drama
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	90.9%	% Attendance Rate	89.2%	
% Free Lunch	91.5%	% Reduced Lunch	4.0%	
% Limited English Proficient	15.1%	% Students with Disabilities	21.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American	25.4%	
% Hispanic or Latino	70.3%	% Asian or Native Hawaiian/Pacific Islander	1.8%	
% White	1.6%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.67	# 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)	14.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.8	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4	8.8%	
Science Performance at levels 3 & 4 (4th Grade)	58.3%	Science Performance at levels 3 & 4 (8th Grade)	25.8%	
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		
Focus District	X	Focus School Identified by a Focus District	X	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	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	YES	
Hispanic or Latino	NO	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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
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.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School strengths:</p> <ul style="list-style-type: none"> ♣ Across grade bands teachers worked collaboratively to evaluate, develop and improve curriculum maps and units aligned to the Common Core Learning Standards. The Staff Developer, the Literacy and the Math Consultants collaborated with staff in designing and developing literacy, math, social studies and science professional development opportunities which promotes best practices in assessing, teaching and learning. ♣ The school has formed Professional Learning Community teams who work with the consultants and staff developer to examine student data and plan. ♣ Developed a framework for collaborative teams and inquiry teams across grades and content areas to plan, strategize, and share best practices to improve teaching and learning . <p>School needs:</p>		

As noted in the 2013-2014 Priority and Focus School Quality Review, the school needs to implement protocols for reviewing unit and lesson plans to ensure alignment with the Common Core Learning shifts and monitoring the impact and effectiveness of professional development in curriculum planning, instruction, and achievement:

- ♣ If teachers provide students with reading and writing experiences grounded in evidence from text and prior knowledge, then students will be able to build on each other's ideas during class discussion using data and text references to support their ideas and then students will be able to provide constructive feedback to their peers during class discussions.
- ♣ If teachers plan clear, interactive, and structured lessons that cognitively engage all learners in challenging tasks that lead to critical thinking and higher order skill development, then students will develop deeper conceptual understanding to increase their knowledge base.

Structured lessons :

- ♣ purposeful and meaningful open ended questions at various stages of the lesson and planned opportunities for student-to- student responses/discussion
- ♣ teaching incorporates the arts, technology and other enrichment opportunities
- ♣ teaching has formative assessments to monitor and gauge student learning
- ♣ teaching has multiple entry points (using tools for modifications and/or adaptations to the lesson) that are specific to all learners' needs to take ownership of the content and concept development
- If teachers implement protocols to review unit and lesson plans for effectiveness on instruction then they can accurately reflect and monitor student achievement.

Use of an assessment plan (divided into 5 instructional periods for the school year)

For each instructional period:

Grades K-2 assessments:

1. Running records
2. Dolch Words
3. Writing- on-demand 2 times for each instructional period (to measure student's development of writing)
4. I-ready ELA diagnostic (instructional periods , 3, and 5 to determine grade level and measure growth)
5. Foundations
6. Go-Math chapter assessments

7. Fountas and Pinnell

Grades 3-5 assessments:

1. Running records (lowest 1/3 for the 5th grade)
2. Writing-on-Demand 2 times for each instructional period
3. grades 3-4 : Words Their Way for instructional periods 1, 3, and 5 (to measure vocabulary growth)
4. Performance Series Reading Assessment
5. Performance Series Math Assessments
6. ELL Periodic Assessment for instructional periods 2 and 4

Grades 6-8 assessments:

1. Performance Series Reading Assessments
2. Performance Series Math Assessments for instructional periods 1, and 5
3. Writing-on-Demand 3 times per instructional period
4. Triumph Learning Math Assessments for each of the 4 math domains (ratios and proportional relationships, number sense, expressions and equations, statistics and probability)
5. Math reasoning Inventory Written Assessment Questions
6. ELL Periodic Assessments for instructional periods 2 and 4

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, the class instruction will be clear, engaging and structured so that the teaching

demonstrates:

- ♣ Purposeful and meaningful open ended questions with planned opportunities for student-to- student responses and discussions

♣ multiple monitoring strategies for student understanding

♣ multiple entry points (using tools for modifications and/or adaptations to the lesson) that are specific to all learners' needs

resulting in a 10% increase of students who move from level 1 to level 2 on the NYS ELA and Math Tests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>I-Ready Diagnostic Program</u> :</p> <p>Grades 3-8 (RTI and grades K-2 for assessment) will be allocated at least 2 periods per week for the I-Ready literacy and math program. The program is customized to address each student’s areas of need in ELA and Math. The program creates student performance leveled on-line activities. The teacher will assign grade level on-line activities to be</p>	<p>Students in grades 3-8</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers</p> <p>Service providers</p> <p>ESL teachers</p> <p>Staff developer</p> <p>Parent Coordinator</p> <p>School Leaders</p>

<p>used in a classroom station rotation weekly as well as for homework assignments. If the student does not have access to a computer at home the student may complete the assignment using the Ready book. The program requires at least 45 minutes per week for improved measurable students outcomes. Parents have access to the parent monitoring progress reports. The students are able to use the program at home. The program has 3 diagnostic assessments and 6 progress monitoring assessments to measure student progress. The classroom teachers will have an opportunity to analyze and share their student data with one another including the ESL teachers, the special education teachers, the paraprofessionals and the service providers during professional learning and inquiry groups to collaborate and strengthen the students' learning.</p> <p>Student progress will be celebrated during designated school assemblies in which parents will be invited. The Parent Coordinator will assist in facilitating parent workshops about the I-Ready program. The Parent Coordinator will be available to assist parents with information or questions about I-Ready.</p>			
<p><u>LEAP ELA Program:</u></p> <p>Grade 3 will participate with the LEAP (Learning Through an Expanded Arts Program)</p>	<p>Grade 3</p>	<p>September 2015 – June 2016</p>	<p>Visiting teacher-artist</p> <p>ELA classroom teachers</p>

<p>integrating the arts and ELA curriculum with song writing and play writing. The visiting teacher-artist works with each class for 7 months. The visiting teacher-artist meets weekly with the classroom teacher to plan the lessons and differentiate the activities to meet the students' learning needs.</p> <p>The parents and school community will be invited to a final showcase celebration of the students' end project.</p>			<p>Parent Coordinator</p> <p>School Leaders</p>
<p><u>Inquiry Groups and professional learning time:</u></p> <p>Teachers will have opportunities to collaborate, share student data, share teaching strategies and develop action plans for planning and teaching with the service providers, the ESL teachers, the special education teachers, and the Para-professionals. The ELA and Math consultants will be part of this discourse. The staff will also be able to participate in specific group discussions using teaching videos from Edviation or view self-selected videos from Edviation for individual pedagogical development. The teachers will be able to conduct inter-class visitations and peer -room evaluations and feedback as participants of a professional learning community.</p>	<p>Lowest performing students</p> <p>ELLs and students with disabilities</p>	<p>Sept 2015-June 2016</p>	<p>Teachers</p> <p>Para-Professionals</p> <p>Service Providers</p>
<p><u>Curriculum and Lesson Planning</u></p> <p>Teachers will be given additional time after school to plan curriculum and lessons. School Leaders will</p>	<p>All students</p>	<p>Sept 2015-June 2016</p>	<p>Staff developer</p> <p>ELA and Math Consultants</p> <p>School Leaders</p>

consistently review teacher usage of the Edviation on-line series for professional development to further promote discourse with teachers about effective and rigorous lesson planning and teaching for all learners.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p><u>I-Ready program:</u></p> <ul style="list-style-type: none"> ♣ I-Ready license fee ♣ Ready materials ♣ Analyze data – 20 teachers x 1 hour x 10 sessions <p><u>LEAP Program:</u></p> <ul style="list-style-type: none"> • Materials and supplies <p><u>Curriculum and Lesson Planning:</u></p> <ul style="list-style-type: none"> ♣ ELA and Math consultants 7 additional days for each consultant <p>20 teachers X 2 hours X 10 sessions</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>ELA and Math module/unit baseline, mid-line and end-line performance tasks will be analyzed and measured for growth.</p> <p>I-Ready: The mid-point benchmark will be the student results for the 2nd I-Ready diagnostic assessment for ELA and Math. That is scheduled for mid-January 2016. The data should show each student with growth compared to the Fall diagnostic in 2015.</p>

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School strengths:</p> <ul style="list-style-type: none"> ♣ The establishment and use of our Positive Behavior Intervention System (PBIS) to further develop and sustain a positive social and emotional learning environment for the students and the school community. This framework created a school monetary system of rewards (Garrison Bucks) for appropriate and positive behaviors that students demonstrate throughout the school day. This system fosters the celebrations of student successes, acceptable behaviors, and student accomplishments with school- wide rewards and recognitions. ♣ The school’s Psychologist, Guidance Counselor, Social Worker, and Dean have an integral role with PBIS by supporting and promoting the school’s vision for the social and emotional developmental health of the students with a net result of a healthier environment for families, teachers, and students. This team facilitates peer meditations, peer school community services assignments, and collaborates with teachers, parents, and students, social and academic action plans that support student achievement. <p>School needs:</p> <p>Systems, structures and resources in place to monitor weekly absences and lateness. In addition, teachers must communicate regularly with support staff about chronically late students.</p>		

Systems, structures and resources in place to provide students with an extra period where students will be required to “make-up” missing and/or incomplete assignments due to their absences/tardiness.

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.

By June 2016, there will be a 3% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Review of attendance data from 2014-2015 in order to identify students with chronic absences and lateness.</p>	<p>Students with chronic absences from 2014-2015</p> <p>-</p>	<p>September 2015-Dec 2015 bi-weekly attendance meetings for this time period.</p>	<p>Attendance Committee which consists of the Principal, Assistant principals, Attendance teacher, Parent Coordinator, Dean and 3 teachers that represent 3 grade bands, K-2, 3-5, 6-8</p>
<p>Bi-monthly attendance meetings which review attendance trends, tracking of students with high attendance rate or increased number of lateness or absences</p>	<p>Students who were identified as chronically late or absent</p>	<p>Sept 2015-June 2016</p>	<p>Attendance Committee which consists of the Principal, Assistant principals, Attendance teacher, Parent Coordinator, Dean and 3 teachers that represent 3 grade bands, K-2, 3-5, 6-8</p>

<p>Monthly student assemblies addressing the attendance of the school in which students with a high attendance rate are celebrated. Separate and individual conferences will be held with students that have high absences and late students.</p> <p>Collaborate with the PTA and the CBO to present and host family workshops and family engagement activities, such as game night, movie night, family vouchers distributed for free family trips to the zoo, botanical gardens, or museums.</p>	<p>Students who were identified as chronically late or absent</p> <p>Students who have high attendance rate.</p>	One per month	Attendance Committee which consists of the Principal, Assistant principals, Attendance teacher, Parent Coordinator, Dean and 3 teachers that represent 3 grade bands, K-2, 3-5, 6-8, PTA, and CBO
<p>Setup an automated call system through Phone Messenger system in addition to a personal call home if a person is absent from school that day.</p>	<p>Students who were identified as chronically late or absent</p> <p>Students</p>	Daily	Attendance teacher, Parent Coordinator, classroom teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Attendance Committee which consists of the Principal, Assistant principals, Attendance teacher, Parent Coordinator, Dean and 3 teachers that represent 3 grade bands, K-2, 3-5, 6-8, CBO-ASPIRA. Per session for one teacher, 2 hours a week, for 35 weeks= 70 hours x teacher per session rate.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By the end of January, attendance rate will be 91%. The target sub-group for chronic absentees' days should show a reduction by at least 25%. The weekly absentee report and phone call logs to parents should show the level of family outreach from parent engagement calls, home visits, newsletters, student activities planned for low attendance days, collaboration of school community events with the PTA, and student attendance assemblies.

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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School strengths:</p> <p>♣ Teachers participate in structured professional learning opportunities and the inquiry process to learn and reflect about best practices for instructional strategies to explicitly teach the common core learning standards, how to unpack the common core standards, infuse lesson adaptations for students to have multiple entry points, and how to assess, monitor and track student progress. The teachers are active participants in reviewing the school data from the school quality report to assist with their lesson planning and meeting students’ needs. The teachers have been trained how to effectively use an ELA and Math diagnostic system which includes in-depth diagnostic assessments, progress monitoring assessments, lessons targeted to meet students’ specific needs, and classroom instructional resources derived from the diagnostic.</p> <p>School needs:</p> <p>The school needs to further develop a structure where teams of teachers collaboratively revise performance tasks and rubrics in order to create baseline assessments that will provide in depth analysis of individual and group data which is utilized to create targeted goals for all students which include instructional interventions for students leading to improvements in achievement and learning as noted in the 2014-2015 Priority and Focus School Quality Review.</p> <p>If the teachers follow through and implement into their lesson planning and teaching what they learned from the information and ideas shared during the Professional Learning workshops, Inquiry team meetings and during the time</p>		

with the consultants, then the classroom instruction will promote higher levels of student engagement , student inquiry, and student 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–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, grades 3-5 writing inquiry team members will collaboratively analyze student performance tasks to improve writing skills as measured by a 50% increase in students scoring at or above passing rate on the end-line performance assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Common Planning & Inquiry Sessions :</p>	<p>Grade 3-5 Teachers</p>	<p>September 2015 – June 2016</p> <p>Weekly meetings</p>	<p>Coaches/Consultants</p> <p>School Leaders</p>

<p>During professional learning time and common planning periods the inquiry team will analyze baseline writing tasks, group students based on the results and share strategies that will support and enrich each group of students.</p>			
<p><u>Professional Learning Conversations:</u></p> <p>The team will have the opportunity to meet after school monthly to extend their professional conversations with colleagues across the grade band and also with the special education and the ESL teachers. Based on individual and group data, teachers will make adaptations to the lessons, develop instructional interventions and further develop their teaching practices that will promote higher performance levels on end-line tasks.</p>	<p>Grade 3-5 Teachers, ESL Teachers, Special Education Teachers</p>	<p>September 2015- June 2016</p>	<p>Coaches/Consultants School Leaders</p>
<p><u>PS/MS 31 After School Programs:</u></p> <p>The After-School Program will focus on supporting students based on needs identified by the team. The students will participate in small group tutoring for grades 3-5.</p> <p>The Parent Coordinator will provide parent workshops to explain the benefits of the after school program and how to support their child’s learning experiences at home. Parents will be invited to attend the final end celebration.</p>	<p>Grade 3-5 students identified by the team using baseline data</p>	<p>Nov. 2015-May 2016</p>	<p>Teachers Staff Developer Parent Coordinator School leaders</p>

<p>EngradePro :</p> <p>Teachers will upload data to the on-line grading program utilizing the enhanced features such as standards tracking, interactive on-line quizzes and Wikis (online pages with embedded links and videos), and flashcards. This will foster transparency with the stakeholders of the teachers' commitment to the success and improvement of their classrooms and the school.</p>	Students Grades 3-5	September 2015- June 2016	Teachers School Leaders
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional Learning Conversations</p> <p>♣ 8 teachers X 1 hour X 6 sessions</p> <p>PS/MS 31 After School Programs</p> <p>♣ After school for grades 3 -5 : 6 teachers X 77 hours and 1 supervisor X 77 hours</p> <p>♣ Payroll Secretary: 1x__</p> <p>Engradepro</p> <p>20 teachers X 4 hours X 5 months</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the beginning of January, school leaders will have data talks with 3-5 ELA teachers to review student progress using base and end-line tasks as evidence for student growth. End-line performance tasks should show 25% of students are meeting or exceeding grade level writing standards in comparison to the results on their baseline assessment.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
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).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School strengths:</p> <ul style="list-style-type: none"> ♣ School Leaders meet daily to reflect and discuss the results of the school systems and their effectiveness on the school-wide practices in the critical areas to continually revise systems to address the school needs. ♣ School Leaders articulate a clear rationale for the strategic allocation of resources to support the needs of all teachers and students within the learning community. ♣ School Leaders make adjustments to staff schedules to support the school's instructional goals. ♣ School Leaders provide targeted feedback to teachers, including strengths and challenges and next steps to support teacher development. The provision of clear expectations in the form of precise feedback. <p>School needs:</p> <ul style="list-style-type: none"> • Ensure that all special education teachers are using data from assessments to develop lessons that meet the needs of every learner and allowing points of entry for all students. 		

• Professional development plan and monitoring schedule for school leaders that allows school leaders to follow up on the work consultants are doing with teachers, specifically teachers of special education classes.

♣ Individualized Data Talks between school leaders and teachers are scheduled along with additional periods for special education staff to work with Special Education Information System, and the Student Intervention Team with a focus on improving the level of performance on Individualized Educational Plans, monitoring and tracking student progress.

If the School Leaders create a professional development plan and monitoring calendar that requires them to regularly meet with teachers to follow up on work that is done with consultants, then teacher practice will be more effective resulting in higher rates of academic achievement, especially for special education students.

Part 2 – Annual Goal

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

By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to use assessment data to meet student needs for the special education sub-population, resulting in a 50% increase in teachers improving one performance level reflected in component 3d Using Assessment in Instruction in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Teacher Data Talks</u></p> <p>School Leaders will meet with teachers individually on a bi-weekly schedule to discuss the impact on student learning using the assessment data collected.</p>	<p>Special Education sub-group in grades 3-8.</p>	<p>Sept 2015-Jun 2016</p>	<p>School Leaders</p>
<p><u>Student Data Talks</u></p> <p>School Leaders will arrange to meet with students monthly and discuss their progress and academic needs based on the assessment data.</p>	<p>Students in grades 3 - 8</p>	<p>Sept 2015- Jun 2016</p>	<p>School Leaders</p>

<p>Capacity Framework Parent Workshop Series</p> <p>These workshops will be for parents to understand the capacity framework in relationship to the school's vision to achieve improved outcomes of student progress.</p>	<p>Parents of special needs students</p>	<p>Oct 2015- Jun 2016</p>	<p>School Leaders</p>
<p>School Leaders will build trust with the school's stakeholders by consistently visiting classrooms to observe how the teachers are implementing strategies acquired from the assessment data.</p>	<p>3-8th grade teachers for the special education sub-population</p>	<p>Sept 2015 – Jun 2016</p>	<p>School Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>♣ 2 teachers X 2 hours X 4 sessions and 2 supervisors X 2 hours X 4 sessions</p>											
<p>♣ Supplies and Materials</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Late February 2016 will be the mid-benchmark for a 25% increase in teachers improving their HEDI scale from developing to effective and/or effective to highly effective for component 3d (Using Assessment in Instruction).</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
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.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School strengths:</p> <p>The establishment and consistency of engaging in reciprocal communication with family and community stakeholders to promote dialogue centered on student learning and success:</p> <ul style="list-style-type: none"> ♣ Monthly parent calendar ♣ School web site ♣ School Face Book ♣ EngradePro (on-line communications and grade book) ♣ Phone Master (auto message delivery) ♣ School flyers and letters ♣ Parent Workshops and family access to cultural events (Urban Advantage Middle School Science Initiative) facilitated by the Parent Coordinator 		

The school operates using an “Open Door” philosophy. Parents are welcome to visit the school and/or speak with school leaders without an appointment. Every parent in grades 3-8 has a parent account for EngradePro. This gives the parent 24 hour access to their child’s current graded assignments, a list of missing assignments, and the ability to email the teachers. The guidance counselor offers high school application and middle school application clinics for students as well as for the parents. The school encourages parent involvement for student presentations, student awards ceremonies and various school events. Parents also have access to student data reports from I-Ready, the on-line diagnostic program. School Leaders work closely with the CBO partner (ASPIRA) to further augment student learning.

School needs:

As noted in the 2013-2014 Priority and Focus School Quality Review, the school needs to strengthen relationships with community based organizations to address identified family needs. The school needs to enhance the use of the existing communication tools to empower parents to increase their participation in their child’s learning. In turn this will foster a greater sense of community and school trust.

Part 2 – Annual Goal

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

By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 10% increase in parents who agree or strongly agrees on the School Culture section of the NYC Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Parent Workshops:</u></p> <ul style="list-style-type: none"> ♣ Organize parent workshops for EngradePro usage and I-Ready parent reports usage concurrently with student school dances/events ♣ In collaboration with the CBO, the school will host a family resource fair as a community out-reach to provide support and communication with the school community and 	<p>Grades 1- 8</p>	<p>Sept 2015 – Jun 2016</p>	<p>School Leaders</p>

<p>family community as one unit working together for the benefit of the children.</p> <p>The school will host a parent event with the CBO to show case student talents and accomplishments as well as providing an open forum for parents to voice how the school can better meet their needs.</p>			
<p>EngradePro Enhancements:</p> <ul style="list-style-type: none"> ♣ Update EngradePro system with parent information to commence parent alerts for missed student work ♣ Increase teacher usage of the email system to parents as form of disseminating class information ♣ Increase teacher usage of the WIKI space to share information about homework assignments and upcoming class tasks <p>Offer incentives for EngradePro weekly parent usage.</p>	<p>Grades 1 - 8</p>	<p>Sept 2015 – Jun 2016</p>	<p>School Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>EngradePro Enhancements</u></p> <p>24 teachers X 3 hours X 5 sessions</p> <p><u>Parent Workshops</u></p> <p>6 teachers X 4 hours X 2 sessions and 2 Supervisors X 4 hours X 2 sessions</p> <p>Supplies and materials</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Comparing EngradePro usage from end of June 2015 to January 2016.</p> <p>Determine parent rate of attendance at workshops from September-January</p> <p>Questionnaires mailed to parents at end of December 2015 asking if they are satisfied.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who scored a level 1 on the Spring 2015 State ELA Test	<u>Program</u> : I-Ready <u>Materials:</u> Wilson / Foundations Ready Imagine Learn Rosetta Stone	Small group One-to-One	During the school day After school
Mathematics	Students who scored a level 1 on the Spring 2015 State Math Test	<u>Program</u> I-Ready <u>Materials</u> Exemplars Ready	Small group	During the school day After school
Science	Low performing students on their 2015 report card for science referred by the current classroom teacher.	Multimedia presentations	Small group	During the school day After school
Social Studies	Low performing students on their 2015 report card for social studies referred by the current classroom teacher	Multimedia presentations	Small group	During the school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students referred to the School Based Support Team by teachers, parents,	Peer mediation Counseling	Small group	During the school day After school

	guidance counselor or the psychologist	Crisis management Referral to outside providers		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
New hires are pre-screened if they have a highly qualified teacher (HQT) status. The school provides on-going professional development to support all teachers and meet each teacher's individual needs. The school utilizes a staff developer, a literacy consultant, a math consultant, and a SESIS specialist. The Danielson Framework provides the basis for teachers to evaluate their needs. We ask teachers to log-on to Edviation and set up their personal needs assessment program. Mentors are assigned to the new teachers

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).
The school provides on-going professional development for the staff off school site as well as on the school site in coordination with the support of our Network. Teachers meet in grade teams and in content are teams to plan and learn and analyze student work. Our school developed a comprehensive differentiated professional development plan. The plan is revised after analysis of teacher observations and trends of teacher performance throughout the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- Kindergarten orientation: June and August
- Pre-K Parent workshops : working with children at home, common core standards
- Pre-K teachers meet regularly with Kindergarten team in order to ensure vertical curriculum alignment
- Students entering Kindergarten who are performing far below standards are eligible for academic intervention services
- Pre-K and Kindergarten parents receive progress reports throughout the year

Pre-K teachers provide admin and Kindergarten teachers important information pertaining to the needs of the Pre-K students

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.

- Professional Learning Workshops
- Consultation Committee
- MOSL committee meetings

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	802,297.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	156,303	X	

Title II, Part A	Federal	145,650.00	X	
Title III, Part A	Federal	14,332.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,795,273.00	X	

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[William Lloyd Garrison]**, 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. **[William Lloyd Garrison]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>William Lloyd Garrison</u>	DBN: <u>07x031</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</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 Title 3 program will serve two our Advanced level students in Grades 6,7, and 8. Group 1 will consist of 6th and 7th Grade Advanced students, while Group 2 will consist of Advanced level 7th and 8th graders. The program will take place Wednesdays and Thursdays from 2:45 p.m. until 5:00 p.m..

The program will run for approximately months (18 weeks) , beginning in December 2014.

December, January, Febuary ,March, and April for a total of 36 sessions.

Wednesday and Thursday: 2:45 - 5:00 p.m., 2.25 hours per teacher daily, X 2 teachers

Total hours per week 9 X 18 weeks = \$8345.00

The first session will take place on December 3rd and the last session will take place on Thursday, April 17, 2015.Students will have 2.25 hours of direct instruction.

RATIONALE: Based on AMAO data, we have 20 students in Grades 6, 7, and 8 that attained a scale score equivalent to a Proficient level but failed to reach proficient in one modality, with a difference of 3 or less points. We are targeting these 20 students, and are adding any additional students who are also are on an Advanced level. Each group will consist of at least 10 students and no more than 12 students.

Teachers will target the specific modality of need for each student and create small groups to address the needs of that modality. For example, students that only need one point in Listening will work as a group while another group of students that need one point in Writing will work in another group. A variety of material will be utilized to address the different modalities.

Resources which include but are not limited to , Treasure Chest aligned common core intervention program, direct Grammar instruction, Rosetta Stone, Pimsleur, I-Ready, and Imagine Learning software programs. Teachers will also utilize NYSESLAT test prep workbook.

Teacher will work with small group of students, while other groups rotate on digital programs. Teacher will use this time to conduct individualal conferences in order to assess and address individual student needs.

Afterschool program: Service Provider will be two certified ESL teachers.

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: The two ESL teachers will receive Professional development from Imagine Learning. They will receive one vist, full day, during which time a consultant will show them how to pull reports and analyze data in order to meet the needs of the students.

In addition they are going to attend several workshops throughout the year sponsored by the DELLS: Bolstering Advanced Literacy Skills for English Language Learner, November 4th; Developing Beginning English Language Learners' Strategies and Stamina for Academic Success in EnglishA New Pedagogical framework for English language development per session PD; The Council of Great City Schools has released a new resource, entitled A Framework for Raising Expectations and Instructional

Part C: Professional Development

Rigor for English Language Learners that addresses challenges faced by educators who are implementing college- and career-ready standards with students who are acquiring English (per session PD study group).

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: Beginning November 18, 2014, for a series of 10 Tuesdays, ending February 3, 2014, from 3:45 - 5:15 p.m., we will hold Open lab for Parents of ELLS that are interested in using one of the many online programs specifically designed to teach English. Parents will be able to work alongside their child, as well as independently as they develop their English skills. In addition, a certified teacher will be able to provide homework assistance as well as direct instructional strategies that parents can use at home to help their child develop their English skills. The second series of Tuesdays will begin March 17, 2014 and continue every Tuesday until May 26, 2014. This program will be facilitated by the Parent Coordinator and one ESL teacher from 2:30 p.m. - 3:45 p.m., at which point the ESL Teacher will remain with the parent group from 3:45 - 5:15 p.m..
Parent Workshops will be held in advance of the sessions on November 12, 2014 and March 10, 2014 from 2:30-3:30 p.m. They will be facilitated by the two ESL teachers and the Parent Coordinator. These workshops will cover homework assistance, strategies to assist you child at home, assisting your child with online learning programs, using online English learning programs.

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	_____	_____

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 031
School Name William Lloyd Garrison		

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 Jayne Hunnewell	Assistant Principal Katina Yesnick
Coach Elizabeth Pascale Kent	Coach
ENL (English as a New Language)/Bilingual Teacher Pilar Rivera	School Counselor Yvette Davis
Teacher/Subject Area Carla Ruiz, Math	Parent Dusty Figueroa
Teacher/Subject Area Christine Vokes, ELA	Parent Coordinator Jennifer Rivera
Related-Service Provider Kelly Brusco	Borough Field Support Center Staff Member
Superintendent Elisa Alvarez	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	698	Total number of ELLs	99	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	79	ELL Students with Disabilities	13
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	80			16			2			0
Total	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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	2	6		2	9	1	5	3					0
Emerging (Low Intermediate)	2				2	1	2		4					0
Transitioning (High Intermediate)	0	1				1	1	2	3					0
Expanding (Advanced)	3	5	6	3	7	2	7	7	7					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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				5	1	2	6	3	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	1	0	0	0
5	4	0	0	0	0
6	8	1			0
7	10				0
8	15				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	7		2		1		0		0
5	8		0		0		0		0
6	10		1		0		0		0
7	11		0		0		0		0
8	16		0		0		0		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.
 Tools used to assess the early literacy skills of ELLs include: Fountas and Pinnell independent/instructional running record assessments used to determine independent and instructional reading levels; I-Ready ELA Diagnostic assessment; NYC Performance assessments for writing and reading; Dolch sight words, Fundation for phonics and phonemic awareness.
 These literacy assessments provide all teachers with a clear picture of every student's strengths and needs, allowing the teacher to design instruction tailored to those needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 PS/MS 31 is a K-8 school, therefore we have a wide range of proficiency levels across grade levels. In prior years, the majority of our ENL students were in the Middle school grades, having entered our school in the 6th grade. But, this year, we have a significant increase in the number of newcomers to Grade 2, 4 and 5. The 5th grade has the largest number of Entering level as they have the largest number of newcomers. The low number of ENL students in Grade 3 is a direct result of most of last year's second graders passing the NYSESLAT. WE attribute this to the fact that they had smaller classes and were able to make significant growth. As a result, we only have 3 ENL students in Grade 3. This school year, half of the 12 ENL students in Grade 2 are at the Entering level, and they are newcomers and students with special needs ; the other half are Expanding. The majority of our ELL students are at the Advanced level. Most of our Beginner and Intermediate level students, in Grades 3-8 are also special education students. Lab-R results are evenly distributed, with about 1/3 in each proficiency level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool provides the ENL teachers, classroom teachers and administration with valuable information. Data from the AMO reveals attendance issues as well as detailed information about NYSELAT results, specifically how many points the student would need to reach the next proficiency level. Teachers create Action Plans based on the AMAO data, which they use for tailoring ENL instruction.
- For each program, answer the following:

- a. 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?

a. Overall, 50% of our ENL students are at the Expanding level.

b. School leadership and teachers use the ELL Periodic Assessments for a few purposes. 1) Data provides ESL teacher with a target for intervention. 2) provides classroom teacher with an additional assessment to tailor their instruction. 3) determine growth based on the endline (Spring) assessment.

Based on the ELL periodic assessments conducted lat year, most students made significant growth in all four modalities.

The Periodic assessments provide data about each student's performance in each of the modalities. Paste response to questions here:

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](#).]

RTI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support to the standard core curriculum, based on the demonstrated and changing needs of ELLs as evident in assessments and various data collected by classroom teachers and school leaders.

Univesal screening is administered to all students in order to determine a baseline of student performance and identify students who are not making academic progress at expected rates.

Teachers collect formative and summative assessments to be reviewd by grade teams and school leaders. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive support based data such as: Running Records, Writing performance assessments, i-Ready Diagnostic results, as well as additional teacher developed assessments, and ELL Periodic Assessments.

Based on the data analysis, we determine whether students are benefiting from the instructional program within a reasonable time. Ongoing progress monitoring data is used to make decisions about changes in goals, instruction and/or services, as well as to consider a referral for special education services. Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
Instruction for Ells in English Language development is provided at the Tier 1 instructional level. This means that classroom teachers incorporate various scaffolds and strategies so that ELL students can access the new comon core curricula.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Program success is evaulated using the following data: AYP for ELLs (SED), NYC School Progress Report Card, classroom level assessments, NYSESLAT data. (see attached chart for data analysis by grade and individual students) Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At enrollment, a trained pedagogue (certified ESL providers, Pilar River and Ivonne Padilla or Assistant Principal, Katina Yesnick, administers a Home Language Identification survey that is translated in the parents language in order to determine what language the child reads at home. This process also includes an interview in the parent's home language, if the parent's home language is Spanish.if necessary, translation services are requested for those parent's whose language is other than Spanish.

Once the HLIS is completed and it is determined that a language other than English is spoken in a child's home, the certified ESL teacher administers a NYSISTELL within ten days of enrollment. Students that score below proficiency on the NYSISTELL become eligible for state mandated services for ELLS.

Students who speak Spanish at home and score below proficiency on the NYSISTELL are administered a Spanish LAB to determine

language dominance.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students that are entering third grade or above, are screened with SIFE questionnaire. If the child is determined to be a SIFE, they receive additional support in the form of being invited to attend afterschool or Saturday school. ENL teachers work closely with these students for additional support.
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).
When an ENL student with an IEP enters the school, the PPT team along with the LPT meet to discuss the eligibility for ENL services. In some cases, the IEP actually states that ENL services are not required since it has been determined the second language is not the reason for lack of progress.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once it is determined that a student is entitled to receive services, the ENL teacher who delivers the ENL instruction is responsible for ensuring that the letter is distributed and returned. If the letter is not returned in time, the ENL teacher, along with the Parent Coordinator, work together to contact parent to ensure their submission of the letter.
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).
Once a child has been tested and it had been determined they are in need of ELL services, the parent also has the right to appeal the determination. During the parent orientation, the ENL teacher would refer to the ELL Policy and Reference Guide which details the re-identification of ELL status. To date, no parent has appealed the determination.
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.
ENL teachers, assisted by the Parent Coordinator, conduct the Parent Orientation videos and meet with families to discuss their options. In prior years, this also takes place during our Back to School session. For Kindergarten students, parents are invited to attend the video orientation either before school (when dropping student off) or at dismissal (picking child up). Depending on the September/October calendar, we strategically schedule the parent orientations.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
ENL teachers, along with the Parent Coordinator, are responsible for ensuring that all forms are returned. If a form does not return, the Parent Coordinator calls the parent to remind them to send the form back to the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If a form is not returned, a copy of the letter remains in the binder, along with detailed information pertaining to how we reached out to the parent in an attempt to collect the letter.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our two ENL teachers, Pilar Rivera and Ivonne Padilla complete the parent notification letters. The letters are then distributed to students so they can take them home and they are mailed to the home as well.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS forms are placed in the student's cumulative record folder. An additional copy is kept in a binder located in the Assistant principal's office. In addition, all forms and letters such as the non-entitlement and entitlement letters are kept in a binder in the same office.
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.
ELLs are evaluated annually using the New York State English as a Second Language Achievement. This test is administered to every ELL student in the spring. Coordination of the test is handled by the ENL teachers, Assistant Principal Ms. Yesnick and Testing Coordinator. The RLAT (ATS report) provides a list of students that are eligible to take the NYSESLAT. In addition, the new admits that did not pass the NYSITELL, also take the NYSESLAT during their first Spring in attendance. The RNMR (ATS report) provides the proficiency of each area tested (Listening and Speaking, Reading and Writing). Tests are administered by the ENL Coordinator (Katina Yesnick, Assistant Principal) along with the ENL teachers, Pilar Rivera and Ivonne Padilla. Both ENL providers attend the annual NYCDOE NYSESLAT testing meeting, during which they are provided with a calendar of testing, that indicates which components need to be tested during a specific time frame. Together, the Assistant Principal/Bilingual Coordinator, Katina Yesnick, meets with the two ESL providers to develop a schedule for testing to ensure that all students are tested in accordance with the NYCDOE timeframes. The Assistant Principal and ESL providers (Pilar Rivera and Ivonne Padilla) review the NYSESLAT test data in

order to determine groups and student proficiency levels. Together, the ESL team analyzes the test data to determine student progress as well as areas of strength and areas of need.

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

Entitlement letters are distributed to all students that do not pass the NYSITELL exam, as well as the students who did not pass the NYSESLAT exam during the prior school year. ATS reports such as the RLAT and the RLER, determine provide us with the information we need to determine if a student is entitled to ELL services. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned before students are placed into a program. Letters are sent home with the student and another copy is mailed to the home. If the child does return the form, parent outreach is made by the Bilingual Coordinator and Parent Coordinator. For those parents that do not attend the orientation, individual meeting are coordinated with parent and ESL coordinator. In the event a parent does not respond to outreach attempts, the parent is met by ESL provider or Assistant Principal during morning arrival or dismissal. In the event a parent can not attend a meeting, phone conferences are held between Parent Coordinator, parent and ESL coordinator. Copies of the entitlement letters, as well as the Parent Survey, are maintained in a binder in the Assistant Principal's office (K. Yesnick)

Entitlement letters are distributed to all students that do not pass the Lab-R exam, as well as the students who did not pass the NYSESLAT exam during the prior school year. ATS reports such as the RLAT and the RLER, determine provide us with the information we need to determine if a student is entitled to ELL services. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned before students are placed into a program. Letters are sent home with the student and another copy is mailed to the home. If the child does return the form, parent outreach is made by the Bilingual Coordinator and Parent Coordinator. For those parents that do not attend the orientation, individual meeting are coordinated with parent and ESL coordinator. In the event a parent does not respond to outreach attempts, the parent is met by ESL provider or Assistant Principal during morning arrival or dismissal. In the event a parent can not attend a meeting, phone conferences are held between Parent Coordinator, parent and ESL coordinator. Copies of the entitlement letters, as well as the Parent Survey, are maintained in a binder in the Assistant Principal's office (K. Yesnick)

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).

The following is the trend in program choices that parents have requested:

- According to the Parent Survey and Program Selection forms for this year, most parents, with the exception of three, prefer the ESL pull-out or push-in program.

Trends in parent request:

2015-2016, all parents, with the exception of one that selected TBE, selected ESL. Our ESL coordinator, Pilar Rivera, worked closely with neighboring schools, to find a placement for this student.

2014-2015, all parents, with the exception of one that selected TBE, selected ESL. The parent that selected TBE, is aware that

Programs offered by the school are aligned with parent request. After the parent orientation, parents can move their child into a bilingual class, or opt out of bilingual instruction in favor of ESL services and a monolingual class. Should a parent request a TBE and we do not offer that class, they have the option to find a school that offers the TBE at that grade level. Fewer parents are selecting TBE and therefore we are offering fewer TBE classes. This year we have not received any requests for transfer based on this option. Therefore, there is an alignment between parent choice and parent offerings. As an increasing number of parents are selecting ESL services rather than TBE, we are working with current Bilingual certified teachers to become certified in ESL. Due to the decreasing number of parents requesting TBE, we have a greater demand for ESL certified teachers and the services they provide.

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.

Students In Grades K-8 receive both push-in and pull out ENL services. Across grades, ENL students are in the same class so that the ENL teacher is able to push in to the classrooms. In this way, we are able to adhere to the push-in model for specific proficiency levels. In addition, we offer pull out ENL which does cross grade levels. Typically, students within grade level NYSESLAT bands, are pulled together to receive their additional mandated minutes. We are best able to accommodate all students based on this structure.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students receive their mandated number of instructional minutes based on their proficiency level. In the beginning of the year, students are placed into classes based on ENL status so that we can best accommodate their mandated minutes. In almost all cases, students are pulled out for their explicit ENL
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In almost all cases, ENL teachers push-in to content area subjects. ENL teachers support content instruction with vocabulary instruction, and they provide additional supports and scaffolds in the classroom. ENL teachers align their instruction with the content area teachers, regularly communicating and planning instruction so it is in alignment with the common core standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish speaking ELL students are assessed in their native language using the Spanish Lab exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers work with classroom teachers in order to ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year. In fact, the school wide grading system incorporates the four modalities: reading, writing, speaking and listening. Effective teaching of all students includes time for students to speak and listen to each other as well as the teacher. Teachers are required to assess students throughout the year on their listening and speaking skills. Reading and writing is also frequently assessed throughout the year, with benchmark periods and base-line, midline and endline assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for ELL groups:

 - a. We currently have 6 SIFE students. These students are all at the Beginner proficiency level. One Sife student receives pull-out ESL services. In addition he participates in our afterschool and Saturday ELL programs. The school has provided a laptop to this student so that he can access all technology based intervention programs.
 - b. ELLs in US schools less than three years (newcomers):

Newcomer ELLs- based on NYSITELL, students receive the ESL programs and provided with appropriate instruction.

 - o formative early literacy classroom assessments (F&P)
 - o Milestones- Standards-based skills and strategies, research based literacy program –Components: diagnostic and placement assessment, integrated progress monitoring
 - o Phonemic Awareness, phonics, fluency, reading comprehension (Focuses on 4 modalities of NYSESLAT)
 - o Day program- small group pull-out program based on NYSESLAT proficiency levels (AIS)
 - o After School- Title III- Supplemental ESL program
 - c. ELLs receiving service 4 to 6 years.:
 - Small group instruction in ESL during day school- AIS - ongoing data review to monitor progress using technology,

book challenge

- After School and Saturday- Title III- Supplemental ESL program

d. Long-Term ELLs (completed 6 years):

- Small group instruction by AIS providers in day school
- After School- Title III- Supplemental ESL program
- Saturday Academy
- Summer Remediation program

e. Former ELLs:

- * AIS day school program provides small group instruction
- After School
- ASPIRA
- Saturday Academy

* Former ELLs are eligible for extended time for the first two years after they test out of the NYSESLAT

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.
- ENL teachers, in collaboration with classroom teachers, meet to discuss the student's academic progress.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Content area material pertaining to each grade is modified for each child's instructional level. ELL students receive support in vocabulary instruction and context clues in order to develop their own strategies for reading comprehension. ESL teachers push in to the classroom in order to support the student with grade level material, offering support in vocabulary instruction, grammar and writing. Classroom teachers have provided English-spanish glossaries and in some cases parents have received a Spanish Edition of content area material in order to assist their child at home.
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?
- English Language Learners and Students with Disabilities have very diverse learning needs. We use curricular, scheduling, and instructional flexibility to meet the needs of these learners. All students are assessed to determine their instructional level in specific subject areas. Over the past two years, we have tried to accommodate more push-in opportunities as opposed to pull out. We have developed a schedule and organized classes so that push in can be accommodated. The push in model allows the ENL teacher to work inside the classroom, with the classroom teacher, rather than place the students in a more restrictive, pull-out class. When pushing into a classroom, the teacher is able to support the student with curriculum material, offering ENL strategies in order for the students to achieve independence when working with grade level content. The ENL teacher's schedule was based around the student's schedules and needs.

Chart

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

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

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

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



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

Chart

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

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

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

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

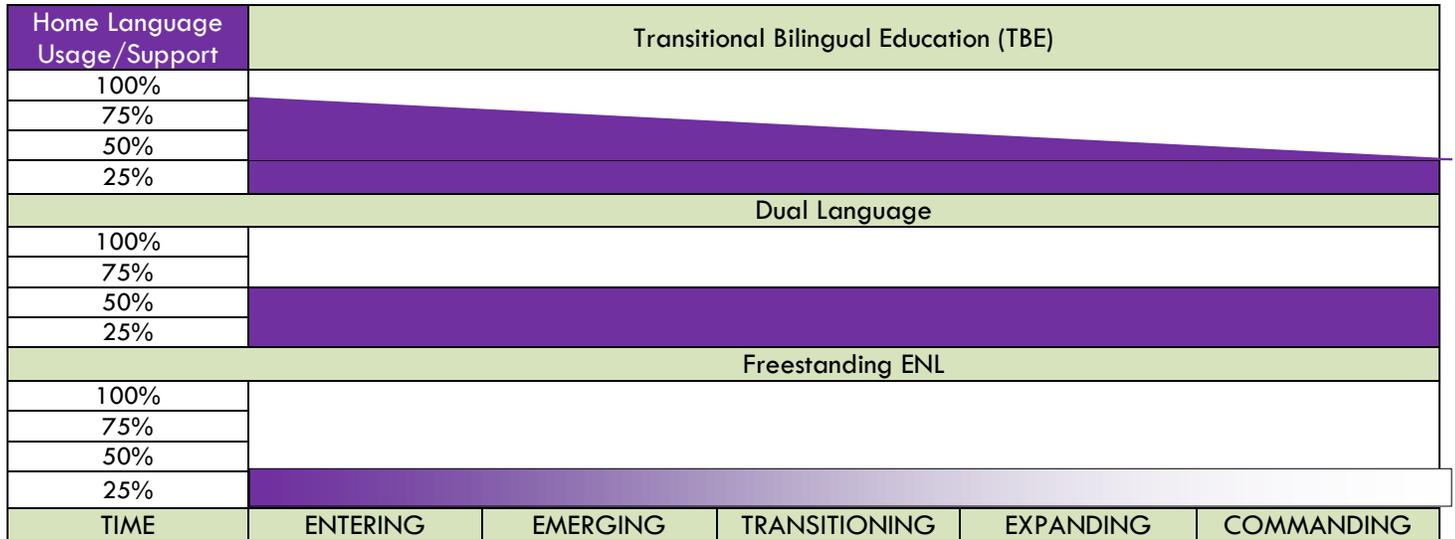


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention program for ELLs in ELA, math and other content areas:
- small group instruction in the modality of writing
 - o Imagine learning
- * IXL and i_Ready, ELA and MATH
- o Math- AIS- Students targeted for remediation in Math participate in Math AIS using ESL methodologies.
 - o Extended morning program
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This year we were able to structure our classes and schedule to allow for more push-in ESL instruction whenever. Last year, we had minimal push-in opportunities as we believe that had an effect on the ESL instruction and lack of growth of our Middle school students based on the NYSESLAT results. We are confident that the push-in model will have a greater impact on the ELL students in Kindergarten, sixth, seventh and eighth grades.
12. What new programs or improvements will be considered for the upcoming school year?
- In the Middle School Grades, as well as Kindergarten, the ESL teacher and classroom teachers are working together to plan for effective push-in ESL instruction. We have arranged the schedules of these teachers to accommodate for this planning time since we believe it will have a direct impact on the growth of our ELL students.
- In addition, we are implementing an afterschool program for both our 6th and 7th grade ELL students. 8th graders will continue to receive the Title 3 afterschool as they did last year, and we are adding the current 6th grade to the afterschool program as well.
13. What programs/services for ELLs will be discontinued and why?
- No changes at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Communication to parents about our programs is always transmitted in Spanish and English and now, in some cases, Arabic and French. Every attempt is made to follow up with parents, and students, in their native language. Afterschool and supplemental services offered to ELLs includes the ASPIRA afterschool program, 5 days a week; Academic afterschool at PS/MS 31, two days a week; Title 3 afterschool for 6th and 7th graders; Saturday Academy for Level 1 students that did not attend Summer School
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.
- This year, our school has purchased the city and state approved common core curricula in both Math and ELA. Both core instructional programs provide a wealth of ELL extensions within the curriculum. Classroom teachers, along with ESL teachers, design instruction that includes these differentiated lessons for the ELL students.
- Teachers have Smartboards in every classroom that provide students with a visual and auditory presentation of content area material to support their learning. Newcomers receive a netbook or Ipad that allows them to translate some material on the spot when working directly with a teacher or group of students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Both ESL teachers are fluent in Spanish and whenever necessary, are able to communicate concepts in native language if necessary. At other times, cases of Arabic or French, teachers will use a translate app if they feel that a student is confused or needs clarification of a concept.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Services support are provided based on students' age, grade level, and proficiency levels in NLA and ESL. Once we have determined our ELL population, we form our instructional groups based on proficiency level and age. For those ELLs in the middle school grades, we ensure that material is engaging and appropriate for their age and grade level. This means we have high interest material that may be at a lower level to meet their individual needs. Vice versa, we deliver grade level content at their independent instructional levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- Parents that have preregistered for Kindergarten, and have indicated a home language other than English, are flagged to be contacted prior to the beginning of the new school year. In August, we conduct mailings to inform parents of the Kindergarten registration process as well as the ELL Parent Choice process.

19. What language electives are offered to ELLs?

ELLs in 4th and 5th grade receive Spanish instruction once a week.

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teachers are provided with professional support on NLA and ESL strategies in house and through outside agencies. (See Professional Development in CEP.) At this time, we are registering for PD opportunities as they are offered through OELL. We are in contact with BETAC to determine upcoming PD events but havbe not yet received a calendar of dates avialable. Classroom teachers are directed to take online ELL PD webinars offered through our online PD program, PD360. ESL providers have attended onsite training from the NYCDOE, pertaiing to Aris, Acuity and ELL Interim Assessments. Paste response to question here:
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 is provided to help all staff, including teachers, administrators, counselors, coordiantors, and paraprofessionals to understand the needs of the students as they go through the transitional periods. ESL providers attend common planning sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PGuidance counselors meet with both ESL providers and classroom teachers to discuss the ELL students transition from one level to another.
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.

The following is the way that the minimum 7.5 hours of ELL training for all staff is provided:

- Teachers are provided with information and attend ESL training on different topics geared to better support the ELL population, including language methodology for teaching ELL's, academic language and vocabulary development.
- * ESL, Bilingual and classroom teachers attend numerous workshops provided by BETAC. Teachers have attended workshops pertaining to strategies for ELL's as well as workshops pertaining to the new common core standards for ELL's. Teachers have also received on site training from NYCDOE trainers in regards to the new ELL Interim Assessments (review and analysis of data). Teachers attened workshops provided by the NYCDOE Office of ELLs.

ESL providers and the Assistant Principal, maintain records of PD sessions they have attended.

Paste response to question here:

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?

The following describes the parent involvement policy which includes parents of ELLs:

- A key element in the success of PS/MS 31 is the development of an educational community. Parents have a significant and long lasting effect on their children's growth and development as leaders and learners.

Components of PS/MS 31's parent/ community involvement include the following:

- * parent orientation meeting in the fall (to discuss newly enrolled ELLs, instructional programs, assessments)
- o parent orientation in the spring (to discuss implications of testing, promotion policy, NYSESLAT, child's programming options).
- o On-going workshops are scheduled by the Parent Coordinator. Ongoing workshops and guest speakers are scheduled to address topics such as: available community outreach programs (i.e. Learn To Read), obtaining a G.E.D., citizenship, adult education, parenting skills and lending library. Literacy and mathematics coaches provide hands-on workshops to strengthen parents' knowledge of skills and strategies to support their children. (Hostos, Lincoln Hospital)
- o On-going grade appropriate workshops facilitated by the Literacy coach and lead teachers
- o Workshops to educate all parents about city-wide standards of discipline ,and academic intervention measures
- o Meetings to explain grade appropriate curriculum, forms of assessment used to measure children's progress and proficiency levels
- o students are expected to meet
- o Encourage parents to become members of the PTA and the School Leadership Team
- o Provide outreach for all parents to increase their own level of literacy by using programs such as Learn to Read and

Opening The

Door to Learning-Literacy is a Family Affair

- o Use of Power Point presentations with voice-overs to benefit bilingual parents
- o Encourage all parents to become volunteers and attend their children's class trips, celebrations, assemblies, etc.
- o Sharing information with all parents by providing flyers, letters, and brochures in English and Spanish
- o Creating a lending library for parents to support strategies and skills shared at workshops

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 to question here:

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

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with the following agencies or Community Based Organizations to provide workshops or services to ELL parents:

- ASPIRA, Lincoln Hospital, Hostos Community College

The school has partnered with The We Are New York Community Leadership Project in conjunction with the Mayor's office and CUNY to help adults in the community practice English in community based conversation groups. The English Conversation Group at 31 participants are provided with valuable information about healthcare, domestic violence, education, money management, and living in New York City.

Paste response to question here:

5. How do you evaluate the needs of the parents?

The school evaluates the needs of parents by using:

- NYCDOE Learning Environment Survey
- Questionnaires
- Meetings- parent groups, individual parents
- Parent Coordinator speaks with parents and provides ongoing feedback to administrators

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities address the needs of the parents as:

- Topics are selected based on the needs of the community- i.e. E.L.I.S. organized training for parents of ELL students to

provide

strategies to better help their children with educational issues.

Workshops are provided to familiarize all parents with the New York State Testing program and NYS Standards.

Strategies are

presented to parents to facilitate helping their children with homework assignments.

Paste response to question here:

D. Additional Information

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

Paste response here:

School Name: _		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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07x031** School Name: **William Lloyd Garrison**
Superintendent: **Elisa Alvarez**

Before you begin, please check the following:

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

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

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

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

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

Information collected from the HLIS, as well as the Preferred Language ATS report, determine who needs translated documents. Student emergency cards also inform staff how to communicate with parents, especially when calling the home. Based on this data, and the high percentage of Spanish speaking families, all written documents are provided in BOTH English and Spanish. Classroom teachers are able to access this information and then utilize and contact the family as requested in the preferred language.

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.

Parents preferred languages are Spanish, French and Arabic.

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.)

Almost every single piece of communication that is distributed school-wide is translated in Spanish. This includes the monthly school calendar, notices about school closing, Parent Workshops, after school info and any letters from Leadership.

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.

*Meet the Teacher (September) and Parent Teacher Conferences (November, March, May): We have a plethora of out of classroom staff that assist with translation services for our Spanish speaking families. Both ENL teachers, as well as ten paraprofessionals assist during conferences. We also receive assistance from ASPIRA (CBO). We will continue to enlist the services of the Translation Unit, who has sent interpreters for French and Arabic speaking families. Both the Dean and our Attendance teacher speak and write in Spanish. Our Parent Coordinator also speaks and writes Spanish. Our Guidance Counselor utilizes both the Spanish speaking Family worker when calling parents. In addition the Social workers communicate in Spanish. If for any reason they need to speak a language other than Spanish, we contact the Office of Translation and speak to someone over the phone.

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.

Documents are translated into Spanish by in-house school staff. We have used both Google Translate, as well as outside vendors to translate documents in Arabic and French.

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

Interpretation services for Arabic and French are provided onsite by outside vendors. Spanish translation is provided in house by school staff. In some cases, teachers have utilized the over the phone interpreters for French and Arabic.

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.)

Staff receive the packet of resources provided by the Translation Unit. This includes the Welcome poster as well as the Language ID card.

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

Resources above can be found on the NYDOE Principal's Portal.

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)

Parents will receive a brief survey, conducted by the Parent Coordinator, asking how they feel about the quality and availability of services.