

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X032

School Name:

P.S. 032 BELMONT

Principal:

REBECCA BOOKMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 32/The Belmont School School Number (DBN): 10X032
Grades Served: K-5
School Address: 690 East 183rd Street, Bronx, NY 10458
Phone Number: 718-584-3645 Fax: 718
School Contact Person: Rebecca Bookman Lew Email Address: rbookman@schools.nyc.gov
Principal: Rebecca Bookman Lew (IA)
UFT Chapter Leader: Gerard Power
Parents' Association President: Iris Elmore
SLT Chairperson: Jessica Bouhet
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Student Government Members, President: Adamaris Mariano (Gr 5)

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Fordham Road Bronx NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718.741.5852 Fax: 718.741.7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rebecca Lew, IA	*Principal or Designee	
Gerard Power	*UFT Chapter Leader or Designee	
Iris Elmore	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	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	
Jessica Bouhet	Member/UFT/Chair	
Lisa Barbieri	Member/CSA	
Helene Sorkin	Member/UFT	
Keisha Polonio	Member/Parent	
Natasha Taylor	Member/Parent	
Jeanette Ruiz	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tonia Castro	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 32 Mission Statement

We believe that a great education is one that works in partnership with its families and community to develop students to their fullest intellectual, creative, social-emotional, and physical capacities. P.S. 32's mission is to provide and support challenging and rigorous educational opportunities to ensure academic excellence for all students in a safe and caring learning environment. Engaging in rigorous and challenging common core aligned curriculum guided by data, and research-based instructional practices, ensuring that all students are on the path to being college and career ready.

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• **Master Schedule/Budget** : Strategic and creative scheduling and budgeting reflect our philosophy around culture and climate, curriculum development, instruction, teacher teams, social/emotional development, student centered learning, engagement, group activities, programs, the arts, and family engagement. The school culture is centered around professional learning that has directly impacted student performance and progress demonstrated in multiple data points over time. Our core values are evident based on the time and money we invest in student engagement, professional learning, the arts, and family engagement.

• **Strong Teacher Teams** : Grade-level Teacher Teams have a common preparation/planning period every day to meet. This is in addition to the weekly PLC (Professional Learning Community) meeting, which is strategically scheduled, providing teacher teams with three consecutive periods (i.e. prep, prep, lunch) to engage in professional learning (i.e. analyzing student work, reviewing data, planning and revision of curricula, designing assessments, setting goals). The PLC block/structure is designed to offer teams more than just the 45 minute period required. This is also often used by grade-level teacher teams, instructional coaches, and administrators.

• **Clear Expectations and Communication:**

o **Clear Vision** : A clear vision is established, by all, including students and families. Our vision, short and long-term, are the actions we take to ensure we are achieving our mission above. All staff members, not only classroom teachers, are valued and share in this vision. This is reflected in everyday school life in addition to artifacts integrated into our community (Ex. Monday Message, Memos/Emails, Appreciation, Feedback (not solely Advance, variety of methods). Most important to highlight, is the community that shares in this vision, and makes contributions to that vision. Expectations of how we believe children learn best and what we value most in an educational setting are clearly communicated.

• **Arts/Enrichment Activities**

### **PS 32x Arts Mission Statement**

Our goal is that every student will develop an appreciation of the arts. Through theater, dance, music, playwriting, poetry, and visual arts, students will also broaden their understanding of the content areas. The arts will provide students with the opportunity to share their talents and their achievements with the community. The arts help create well-rounded, engaged students because the arts empower children to be creative and imaginative individuals.

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♣ Integration: All arts programming (internal or external) is fully integrated and supports the curriculum. A variety of different arts forms, depending on students grade-level, are used to enhance student learning through current units of study in all content areas (depending on grade-level. This work reflects what we value as a community and how we believe students learn best.

♣ Art teacher & room (Internal)

♣ Music teacher/program & room, including keyboards (Internal): early childhood chorus “Young Voices” and upper grade chorus “Young Voices United”

♣ Guitar (Internal, Grades 4/5)

♣ Keyboard (Internal)

♣ Dance (Internal, Grades 3-5) Partnerships: Arts

♣ Dreamyard: Dance (2), Theater (2), Drama,

♣ LEAP: Sculpture from Everyday Objects, Dance (Latin & Modern), Mural Making

♣ The Leadership Program: Step (3-5), Percussion (3-5), Music through Movement (K)

♣ Bronx Ensemble: Dance, Drama

♣ Dancing Classrooms: Ballroom Dance (Grade 4 Only)

♣ Bronx Dance Theater (Grade 5 Only)

♣ Enrichment/Programs (Provided by internal staff, during school day, after-school, Saturdays)

♣ Swimming (pool in building), Dance, Percussion, Chess, Cheerleading, Girls Basketball, Boys Flag Football, Boys Basketball, Student Government, Soccer

• **School Successes/Progress/Growth Continued**

♣ 2% increase on 2014-2015 State English Language Arts Examination

♣ 2 % increase on 2014-2015 State Mathematics Examination

♣ Met AYP with All Students and Subgroups (Highlighted Progress: Black/African American Students; 2012-2013 did not make AYP in Subgroup; 2013-2014 met AYP)

♣ 2013-2014 State Examination Data, English Language Arts Examination and Mathematics, competitive compared to students in New York State (NYS 1%-2% higher proficiency).

♣ 2013-2014 Learning Environment Survey

Parents

o 95% satisfied with child's education, 92% satisfied with courses, activities, services **Teachers**

o 90% feel order and discipline maintained, 95% agree leaders place high priority on quality teaching, 94% would recommend school to parents

♣ Model School: Mayor's Task Force on Chronic Absenteeism

o Model school and lab-site for city schools struggling with excessive absenteeism. Systems and structures shared and adopted.

♣ Advance/Teacher Evaluation •

o 2014-2015 only 1 teacher received a developing rating. Effective/Highly Effective teachers creating goals aligned to individual instructional needs, city-wide instructional expectations, and school goals.

	Success	Focus/Need
2013-2014 Quality School Snapshot	<p>Excellent 4/4</p> <ul style="list-style-type: none"> • Challenging Curriculum • Assessment • Teacher Teams/Collaboration • ELA State Exam Progress (Lowest Performing Students) • Math State Exam Progress (Lowest Performing Students) <p>Good 3/4</p> <ul style="list-style-type: none"> • Effectiveness of Teaching & Learning • ELA State Exam Progress (All Students) 	<p>Fair 2/4</p> <ul style="list-style-type: none"> • Math State Exam Progress (ALL Students) • Movement of students with special needs to less restrictive environments.
School Data & Student Work Products (Expanded details demonstrated in goals below)	<ul style="list-style-type: none"> • Increase/growth in student independent reading levels, demonstrated by TC Quick Assessments, compared to previous years data (September-January), and baseline to midline tracking (individual, class, grade, school) • Increase in the quality of writing K-5 evidenced by movement across the 6+1 Traits Continuum. Evidenced in student work products and reflected in units of study and lesson plans. • Deeper/More meaningful student conversations that led students to think more critically, formulate/discuss/change 	<ul style="list-style-type: none"> • Significant number of students between 1.7-1.9 and 2.7-2.9...Students have been targeted for cycles of interventions and programs. Teachers also target as subgroup within classroom through flexible grouping. (ELA & Mathematics) • Consistency in the elaboration of thinking, ideas, and text evidence, in discussions and in writing. • Innate/Natural ability of teacher questioning. Consistency in the natural ability to question students and/or groups of students that truly push their thinking and create opportunities for more impactful learning. (Monday PD Cycle Focus)

	<p>ideas and thinking, connections made to developments made in tasks and writing.</p> <ul style="list-style-type: none"> • Deeper work and alignment with the integration of the arts into ELA and content area units of study. • Units of study more thematic and theme based which allows for deeper study/learning. • Increase/Improvement with regard to teacher questioning. Planned questions are scaffolded, strategic, and evident in units and everyday lessons. More evidence of teachers making instructional shifts to more “teacher as facilitator” role. • School assessment is thoroughly integrated into units of study and lesson plans in all content areas. Assessment is meaningful and aligned to instructional goals and outcomes. <p>Focus</p> <p>State Mathematics Examination Item Skills Analysis</p> <p>Grade 4 Focus</p> <p>Grade 4</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking 4.OA.1, 4.OA.4 • Number and Operations in Base Ten 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4 • Number and Operations in Fractions 4.NF.5, 4.NF.4, 4.NF.3abc, 4.NF.2, 4.NF.1 • Measurement and Data (Basic) 	<ul style="list-style-type: none"> • Increase the integration of strategies for teachers to check daily for understanding... on the spot quick assessment. (Monday PD Cycle Focus) • Scaffold text/resources in order for students to comprehend and think critically around more complex texts/activities/tasks. Evidenced in units of study and lesson plans. • Increase teacher knowledge and expectation with regard to the integration of using scaffolds to increase student’s ability to think more critically around more complex texts. This will also further students writing development across the 6+1 Traits Continuum. (Monday PD Cycle Focus) Mathematics School-wide • Raise level of thinking around more complex problems that go beyond the basic skills and strategies of mathematics. • 2-3 step word problems • Use and evidence of more sophisticated mathematical language. (Orally and in writing). • Reflecting in writing about how problems are solved. More sophisticated mathematical language used. <p>Focus State Mathematics Examination</p> <p>Item Skills Analysis</p> <p>Grade 4 Focus</p> <p>Grade 4</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking 4.OA.2, 4.OA.3 • Number and Operations in Base Ten 4.NBT. 3, 4.NBT.4, 4.NBT.5, 4.NBT.6 • Number and Operations in Fractions 4.NF.7, 4.NF.6, 4.NF.3d Measurement and Data (More complex) 	
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Quality Review Rubric: Progress/Growth and impact of 1.1 on 1.2, which has directly impacted student achievement through teacher development. (Teacher development is strategically planned and takes many forms, see below). School

demonstrates Well Developed qualities/characteristics in all components on the Quality Review Rubric. There is always a focus on teacher development and progress that directly impacts student achievement.

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.

We have made significant progress in the element of Rigorous Instruction. This year students were more actively engaged in ambitious intellectual activity and developing critical thinking skills.

We will continue to focus on rigorous instruction by strengthening pedagogical and curricular practices in science.

10X032 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	835	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	94.9%	% Attendance Rate		91.6%
% Free Lunch	95.3%	% Reduced Lunch		2.7%
% Limited English Proficient	14.3%	% Students with Disabilities		22.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		24.6%
% Hispanic or Latino	71.9%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	1.7%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.5%	Mathematics Performance at levels 3 & 4		27.2%
Science Performance at levels 3 & 4 (4th Grade)	76.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- There was a significant decrease in the percent of proficient students on the NYS 4th grade science exam from 2013 to 2014. This 19% decline was especially acute among level 4 students and it contributed to the school narrowly missing its state target for the report card.
- During the 2014-15 school year 39% of classroom teachers experienced an observation conducted during a science lesson.

Part 2 – Annual Goal

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

During the 2015-2016 school year at least 80% of students will show improvement in science as measured by their scores on the baseline and endline science 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher Practice</p>	<p>All Classroom Teachers and</p>	<p>September 2015 - June 2016</p>	<p>Core Instructional Team: Administrators, Instructional</p>

<ul style="list-style-type: none"> • At least 80% of classroom teachers will participate in one or more observation and feedback cycles during a science lesson. 	<p>Enhancement Teachers</p>		<p>Coaches, Mentors, Curriculum Planning Team</p>
<p>Instruction</p> <ul style="list-style-type: none"> • NYC Scope and Sequence and Framework used to plan units of study. • Implement Discovery Education program in all grades. • Professional development to support the implementation of Discovery Education. • Integrate Discovery Education into current science units of study. • Explicit content area instruction built in two days a week. Content and process skills also integrated into ELA and math units when applicable. • Some themes are integrated into ELA units of study. • Work supported by Enhancement teachers (Cluster teacher). • Collaborative and comprehensive units of study. Evidence: CCLS alignment in objectives/tasks/assessments. • Assessment: Creating and using meaningful assessments, which are truly aligned to CCLS, what is being taught, and has purpose in furthering planning and instruction. Do assessment practices allow me to plan efficiently and move students forward? Where is it evident? What systems are in place to track and organize data allowing it to be most useful? Current focus: Checking for understanding throughout a lesson. • Continue Professional Learning around Student Engagement • Differentiation: Multiple entry points and supports for students to ensure all tasks/learning appropriate for all students. Supports evident in unit plans, lesson plans adapted from unit plan, flexible student groups, tools/resources used, tasks/activities, process and products vary for students. 	<p>All students, all student subgroups with special attention to: SWD, ELLs</p>	<p>September 2015 - June 2016</p>	<p>Core Instructional Team: Administrators, Instructional Coaches, Mentors, Curriculum Planning Team, Classroom Teachers Grade-level Teacher Teams Special Education Team Bilingual/ESL Team Enhancement Teachers</p> <p>Service Providers Academic Intervention Service Teachers</p>

<p>Assessment Overview</p> <ul style="list-style-type: none"> • Baseline, Midline, End-line: Assessments created and adapted in science, analyzed, and adjustments made to units of study, individual student goals, grade-level, and school-wide goals created. Strengths and next steps determined at each level and evaluated during three points in the school year. • Pre and post assessments in science • BATs (Benchmark Assessment Tasks) and CATS (Culminating Assessment Tasks) integrated throughout units. Student assessment/work reviewed. • Chapter assessments and checkpoints: Diagnostic, Formative, Summative • Daily assessment/checking for understanding: (Instructional focus) A variety of strategies used. • State Examination Data (ELA, Math, Science, NYSESLAT) assists in creating targets and long-term goals for students. • Student work process/products (student notebooks, folders) • Checklists, criteria, rubrics • Questioning: Use of essential and guiding questions to plan for explicit teaching, facilitation of student engagement and conversation, encourage student to student questioning, strategic facilitation, conferring, small group questioning. In addition: scaffolding questions towards more complex thinking/tasks, quality of on the spot teacher questioning, wait time, student time to think/reflect before responding, use of student tools and resources. Current focus: Inquiry into discussion protocols. 	<p>All students, all student subgroups with special attention to: SWD, ELLs</p>	<p>September 2015 - June 2016</p>	<p>Core Instructional Team: Administrators, Instructional Coaches, Mentors, Curriculum Planning Team, Classroom Teachers Grade-level Teacher Teams Special Education Team Bilingual/ESL Team Enhancement Teachers</p> <p>Service Providers Academic Intervention Service Teachers</p>
<p>Family Engagement:</p> <ul style="list-style-type: none"> • Family Workshops o Overview of new science program – Discovery Education o How do use Discovery Education at home? o What are my child’s goals? 	<p>All families</p>	<p>September 2015 - June 2016</p>	<p>Core Instructional Team: Administrators, Instructional Coaches, Mentors, Curriculum Planning Team, Classroom Teachers Grade-level Teacher Teams Special Education Team Bilingual/ESL Team Enhancement Teachers</p> <p>Service Providers Academic Intervention Service Teachers</p>

<p>o How can I further enrich my child at home?</p> <ul style="list-style-type: none"> • Communication <p>o Monthly Newsletters</p> <p>o Progress Reports</p> <p>o Parent/Teacher Conferences</p> <p>o Updates on School website</p> <p>o Letter home outlining Science Fair – criteria and expectations</p> <ul style="list-style-type: none"> • Providing Resources <p>o At-home Experiments</p> <p>o Family Science Day at the PS 32 Library</p> <p>o Providing families with field trip opportunities (planning, itineraries, transportation, resources to enhance)</p> <p>o Staff facilitated field trips for families (adults only to enhance parent understanding and involvement)</p>			
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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>Priority: Instructional Coaches, Grade-Level Teams, and Enhancement Teacher Team (Clusters)</p> <p>Secondary Focus: Special Education Team and Bilingual/ESL Team Flexibility in Master Schedule</p> <p>Afterschool Programming (Arts, Enrichment Activities)</p> <p>Afterschool Programming (January-June ELLs K-5 Only)</p> <p>Saturday Programming (Arts, Theme based projects Grades 2-5)</p> <p>Saturday (January-May Grades 3-5 Only)</p> <p>All program resources, per session activities for teachers including instructional coaches and administrators. Bilingual/ESL licensed teachers for ELL academic and NYSESLAT support</p> <p>School Leadership Team</p> <p>Parent Association</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	X	Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

Mid-Point Benchmark – 60% of students will show improvement in science as measured by their scores on the baseline and midline science assessments.

Beginning, Mid & End Year Meetings with Assistant Principals and Principal

- Teachers attended meeting with: unit of study binders, lesson plans, assessment binder, conference notes, and student work samples. Conversations around class and individual student data (baseline to midline, focus on performance and progress). Teacher and student goals are revisited and revised. Program additions and/or changes were made. Teachers received copy of conversation notes, which include feedback. Followed-up with classroom visits and informal observations.

- End-year teacher meetings focus on student and class progress, individual students (special attention to possible holdovers and students of academic concern, and teacher professional goals.

- January : Mid-year data administered and collected

- o Calendar Days : Analyze current mid-line data

- o Analyze baseline to midline data

- o Determine success of baseline goals, revise student, class, and grade-level goals

- February 2, 2016 through February 27, 2016: Core Instructional Team (Principal, Assistant Principals, Instructional Coaches) in collaboration/share with the Curriculum & Instruction Team (Key teachers represented from each grade-level/team added to the Core Instructional Team) to revise, create new, and plan strategically. The following tasks are planned for the impact of instruction and programs mid-year check:

Mid-Year Principal & Teacher Meetings

- o Administrators and Instructional Coaches meet with individual classroom teachers to review student data (performance & progress) and discuss:

- ♣ unit and lesson plans

- ♣ trends, patterns, strengths, and next steps in baseline to midline data

- ♣ individual students,

- ♣ teacher growth, goals, next steps revised/created

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

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

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

Part 1 – Needs Assessment

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

After several years of decreases in the number of students referred to special education (11-12, 12-13, 13-14), the trend has reversed, this year there has been an increase in the number of students referred to special education. The number of students, who receive an initial referral and evaluation, leading to an IEP, will be one determining factor of the goals success.

An increase in RTI referral forms presented by classroom teachers.

Need for more Tier 1 strategies, differentiated options built into units of study and daily lesson plans for ELLS and students with disabilities.

About 50% of students with disabilities did not meet promotional criteria on the 2015 New York State ELA and Math Exams.

About 40% of English Language Learners did not meet promotional criteria on the 2015 New York State ELA and Math Exams.

Student’s progress is tracked for a determined amount of time. Duration of intervention/program/strategy(s) will depend on student’s needs and progress or lack of. The ongoing collection of data from each designated team member will allow for progress monitoring and change in intervention if needed. The classroom teacher will also continue with ongoing assessments. Data is shared during a scheduled re-visit of the student, which is reflected in the RTI calendar. Successful strategies are shared and applied to other at-risk students if appropriate.

Need for collaborative collected resources: Creating and building upon a “Toolbox” of resources and strategies for students, parents, and teachers to be used daily. Integration of resources and strategies into daily routines and lesson plans.

Part 2 – Annual Goal

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

By June 2016, 100% of staff will create a welcoming and safe environment where students with disabilities, English Language Learners, and former English Language Learners are able to take risks and are challenged by rigorous CCLS aligned tasks, which will be evidenced in planning documents, teacher lessons/observations, student work, data, and classroom environment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Learning</p> <p>Professional Learning Cycle Topics:</p> <ul style="list-style-type: none"> • Engaging all Learners by providing multiple entry points • Integrating Tier I interventions into daily lesson/unit plans. • ELL strategies <p>o Use of the New Language Arts Progressions from Engage New York and WIDA (World Class Instructional Design and Assessment) to scaffold CCLS based on language proficiency</p> <p>o CR Part 154 – understanding and implementation</p> <p>PBIS</p> <ul style="list-style-type: none"> • Developing teacher/staff awareness • How to fully integrate into the classroom • Planning Parent Workshops around social/emotional expectations • School-wide use 	<p>All Staff</p>	<p>September 2015 - June 2016</p>	<p>Administration, school psychologist, social worker, guidance counselor, and instructional coaches, teachers, paraprofessionals, and school aides.</p>

<p>Classroom Environment</p> <ul style="list-style-type: none"> • Creating an environment with visual and physical supports • Expectations for classroom environment – creating a checklist • Classroom library set up to accommodate multiple entry points and interests 			
<p>Students with Disabilities</p> <ul style="list-style-type: none"> • Using differentiated curriculum to support units of study • Scheduling o Academic Intervention Services o Push-in/Pull-out model for related service providers o Aligning Enhancement Periods to meet the needs of students • Use of technology to engage and promote student learning – aligned to units of study • I-ready to be used • Invitation to afterschool and Saturday programming for targeting programing based on the state and school data • Arts programming to support and advance the curriculum • 	<p>Students with Disabilities</p>	<p>September 2015 - June 2016</p>	<p>Administration, teachers, mentors, instructional coaches, paraprofessionals.</p>
<p>English Language Learners/Former English Language Learners</p> <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Using differentiated curriculum to support units of study • Scheduling o Academic Intervention Services 	<p>English Language Learners and Former English Language Learners</p>	<p>September 2015 - June 2016</p>	<p>Administration, teachers, mentors, instructional coaches, paraprofessionals</p>

<ul style="list-style-type: none"> o Push-in/Pull-out model for ESL teacher o Aligning Enhancement Periods to meet the needs of students • Use of technology to engage and promote student learning – aligned to units of study • I-ready to be used <p>Invitation to afterschool and Saturday programming for targeting programing based on the state and school data</p> <ul style="list-style-type: none"> • Arts programming to support and advance the curriculum • Providing a Bilingual Library • Implementation of new CR Part 154 initiatives 			

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.											
Priority: Instructional Coaches, Grade-Level Teams, and Enhancement Teacher Team (Clusters)											
Secondary Focus: Special Education Team and Bilingual/ESL Team Flexibility in Master Schedule											
Afterschool Programming (Arts, Enrichment Activities)											
Afterschool Programming (January-June ELLs K-5 Only)											
Saturday Programming (Arts, Theme based projects Grades 2-5)											
Saturday (January-May Grades 3-5 Only)											
All program resources, per session activities for teachers including instructional coaches and administrators. Bilingual/ESL licensed teachers for ELL academic and NYSESLAT support											
School Leadership Team											
• Parent Association											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

January-February (Throughout mid-year data and conversations with individual teachers, grade-level teams, and other school-wide teams including RTI. Effectiveness measured based on student progress rates and special education referral data.

Student Progress Monitoring: 6-8 weeks depending on plan At-risk services and program assessment data is ongoing and also measured more extensively at three points in the year. Student groups and services may end and/or change depending on progress/lack of progress.

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

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

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

Part 1 – Needs Assessment

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

- 2014-2015 Advance Data
- 2014-2015 Advance Reports
- Teacher observation trends and patterns
- Teacher Goals
- School-wide Data

Part 2 – Annual Goal

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

By June 2016, teachers will engage in teacher facilitated professional learning, peer-to-peer observations and feedback cycles, and outside professional learning opportunities, leading to an increase in student outcomes and school performance, which will be evidenced by at least 90% of teachers receiving an Effective/Highly Effective in component 4 of the Danielson Framework for Teaching.

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?</i></p>
<p>Teacher Teams</p> <p>Teacher Team Member Roles</p> <ul style="list-style-type: none"> • Spokesperson • Social/Emotional Representative • ELL Expert • Students with Disabilities Expert • Designated team member to attend and turn-key Teacher’s College Calendar Days around writing o Planning with Principal with to improve school performance and student outcomes • Consultation Committee Representative <p>PLC (Professional Learning Communities): PLC is considered the “grade meeting” and occurs once a week with the potential of meeting for the 3 consecutive periods (prep, prep, lunch). PLC’s vary depending on grade-level focus, data, and needs. PLC content varies but are commonly used for CCLS integration and task creation/adaption, unpacking and revising units of study, daily lessons, looking at data and student work, planning, and other specific grade-level needs.</p> <p>Common Planning: Common planning refers to the common period/prep shared on a grade-level each day (for some 3-4 days a week) in which teachers engage in conversation, reflection, and/or revision of units of study and/or daily lesson plans. This time can be both formal and informal, including lunch-time conversations. The focus is generally around planning, including sharing ideas, resources, etc.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Instructional Coaches, Mentors, Teachers</p>

Calendar Days: Each grade-level and/or teams in community, have Calendar Days based on need. Calendar Days are scheduled for grade-level teams, lead teachers, and the special education team. Calendar Days this school year have focused on:

- Looking at Student Work
- Baseline data analysis, planning for instruction, unit/lesson revisions
- Development of grade-level, teacher, and student goals
- Unit Process/Products: Looking at student work, “norming” work using rubric and exemplars, highlighting strengths and next steps, revising current and future units of study.
- Data analysis, goal revisions, planning accordingly, unit/lesson revision

Learning Walks

- Environment: Team effort, followed up by administrator meeting, grade-level feedback letter and teacher self-reflection
- Feedback, Part 1 (To be continued however followed up during PLC’s, meetings with coaches and administrators, feedback from coaches and administrators)
- Instruction: What do tasks/activities look and sound like in the classroom? Identifying depth and rigor in the execution of lessons and tasks we are engaging students in.

Lab-sites/Inter-visitations

- Guided Reading/Strategy Groups
- Conference notes/conferring with students
- Mini-Lesson Support
- Discussion Protocols/Fish-bowling
- Go Math

Professional Learning Mondays and Tuesdays

- Unpack units of study
- Teams review and analyze individual class and grade data.
- Teams create individual student goals and grade goals.

- Questioning: improving the quality and rigor
- Cycle 1: Discussion Protocols became an instructional focus based on observations, teacher team discussions and feedback/input considered, and data (see PD Plan). Checking for understanding

Study Groups

- Topics determined by teacher’s interests and needs; focus directly impacts their teaching and student learning • Opportunities to implement strategies discussed • Individual and group reflection on implementation

New Teacher Meetings

- Topics determined by teacher’s interests and needs; focus directly impacts their teaching and student learning.

Enhancement Teacher Meetings

- Meet monthly to discuss current units of study and how they can enhance and support units of study.
- Included in Mondays and Tuesdays Professional Learning.
- Discuss and create monthly newsletter for staff.

Differentiated Professional Learning

- One-to-one teacher development/small group provided by administration, instructional coaches, and mentor depending on need (model lesson, teacher-teacher observation and feedback, inter-visitations, lab sites). This work is vertical and horizontal.
- One-to-one meetings with IEP teacher to ensure quality in student’s IEPs, including the impact in classrooms on student learning. Special Education team professional development follow-ups are also addressed/ discussed. Opportunities for mentor to observe classroom practices.

Researched-Based Framework: Improving Teacher Practice and Student Learning

Our instructional practices have been most influenced by the work and research of Charlotte Danielson (Evaluation Rubric), Lucy Calkins, Carl Anderson, Fountas & Pinnell, Ruth Culham (6+1 Traits of Writing), Benjamin Bloom (Bloom’s Taxonomy), Norman Webb (Depth of Knowledge), LCI (Learning Center Initiative), UDL 2014 -15 CEP 27 (Universal Design for Learning), and Teacher’s College Reading & Writing Project.

<ul style="list-style-type: none"> The Danielson framework provides specific criteria regarding instructional practices. The research has influenced and changed how we engage in conversations with teachers and teams, and given us descriptive and common language used in the development of teacher learning which will directly impact student learning and progress. Before the implementation of the rubrics, for teacher development, it was important for our learning community to become familiar with the ideas and language of the rubrics, which have been used in providing feedback, both orally and in writing. 			

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.											
Priority: Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters)											
Secondary Focus: Special Education Team and Bilingual/ESL Team											
Flexibility in Master Schedule											
Per session opportunities for Instructional Coaches and Curriculum Team members											
School Leadership Team											
Teachers: Assessment Binder, Units of Study, Lesson Plans											
All documents, including data/analysis/student work etc., have revisions, which are evident.											
Alignment and cohesiveness in unit of study process/templates/documents, expectations (gap analysis in order to adjust and revise), expectations around use of technology (iPads, Smart Boards, laptops, desktops, computer lab, library)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Learning Opportunities provided by the Network, LCI, Teachers College, UFT, DOE in which staff members were strategically matched based on strengths, needs, and interest. Coaches’ spreadsheet tracks external PD, learning focus, and turn-key information. Teachers held accountable for learning which is evident in unit of study additions and/or revisions and new strategies/tools/resources integrated into daily lessons.

Formal and informal observations scheduled. In addition to Advance (eligible/ineligible/observation choices): feedback format varies: rubric, letter to individual teacher or grade-level, written on blank template, checklists, low-inference narratives/transcripts, strengths and next steps communicated. Both administrators and coaches track in writing and communicate weekly to ensure appropriate support.

Beginning, Mid & End Year Meetings with Assistant Principals and Principal

- Teachers attended meeting with: unit of study binders, lesson plans, assessment binder, conference notes, and 2014-15 CEP 30 student work samples. Conversations around class and individual student data (baseline to midline, focus on performance and progress). Teacher and student goals are revisited and revised. Program additions and/or changes were made. Teachers received copy of conversation notes, which include feedback. Followed-up with classroom visits and informal observations.

- End-year teacher meetings focus on student and class progress, individual students (special attention to possible holdovers and students of academic concern, and teacher professional goals.

- January: Mid-year data administered and collected

- Calendar Days: Analyze current mid-line data (all content areas)

- Analyze baseline to midline data

- Determine success of baseline goals, revise student, class, and grade-level goals

- February 2, 2015 through February 27, 2015: Core Instructional Team (Principal, Assistant Principals, Instructional Coaches) in collaboration/share with the Curriculum & Instruction Team (Key teachers represented from each grade-level/team added to the Core Instructional Team) to revise, create new, and plan strategically. The following tasks are planned for the impact of instruction and programs mid-year check:

Mid-Year Principal & Teacher Meetings

- Administrators and Instructional Coaches meet with individual classroom teachers to review student data (performance & progress) and discuss: (Teacher development/growth integrated across bullet points)

- ♣ unit and lesson plans

- ♣ trends, patterns, strengths, and next steps in baseline to midline data

- ♣ individual students,

- ♣ teacher growth, goals, next steps revised/created

Saturday Academic Program (ELA & Mathematics ~ January-May): Plan is revised, materials/resources revised/organized/ including assessments

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

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

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

Part 1 – Needs Assessment

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

As an ongoing goal of ours, the school community needed to continue to strengthen already existing programs directly correlated to social-emotional development which in turn supports classroom/school behaviors, positive attitude and work habits towards school and learning, and directly impacts student achievement demonstrated in student work/data.

In addition, the school community needed to seek grant/funding programs to address at-risk students (academically, socially, and emotionally...including student attendance).

Building further capacity among staff – teachers, paraprofessionals, school aides

This data was also supported by Learning Environment Surveys and student and parent surveys distributed internally with the support of the School Leadership Team and Parent Association.

Part 2 – Annual Goal

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

By June 2016, to enhance the professional growth of teachers and staff, the administration will build capacity by appointing staff members to take on leadership roles, which will directly impact teacher practice thereby improving student achievement by 10% as evidenced by MOSLs, New York State ELA, Math, and Science assessments, NYSESLAT, and Baseline, Midline, and Endline data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PS 32 Educator Beliefs on how students (including adult learners) learn best...</p> <ul style="list-style-type: none"> • Planning with students at center, differentiation (making smart decisions, when, where & how) • Communicating purpose, “why” they are learning what they are learning: student awareness of goals/objectives and learning targets. • Student understanding the purpose of their learning/tasks • Student centered: Student-to-student interaction, teacher as facilitator • Making connections, building on/developing prior knowledge • Student engaged in conversations, questioning, and reflection: protocol, criteria, and rubrics evident. • Use of clear criteria, exemplars, rubrics. Consistent checking for understanding techniques, assessment throughout units, culminating assessment tasks (aligned to teaching and CCLS). • Students communicate short -term goals (next steps communicated by teacher), evidenced in work. • Creative, engaging, relevant tasks that allow for hands -on experiences, use of tools, and manipulatives. 	<p>All Teachers</p>	<p>September 2015 - June 2016</p>	<p>Administrators are responsible for overseeing all programs including data collection and progress monitoring.</p> <p>Teachers, Instructional Coaches, Mentors</p>

<ul style="list-style-type: none"> • Explicit, clear modeling: Scaffolding strategies, guided practice, and small group instruction. • Use of exemplars, models, and mentor text: Set clear expectations and norming work. • Teacher reflection on student work/learning • Student reflection on work/learning • Planning for essential and guiding questions • Use of teacher questioning, anticipating student responses/moves and planning accordingly • Evidence of Blooms and DOK, scaffolding and differentiating questioning • Small group instruction, flexible grouping • Conferring • Building vocabulary through tiers (everyday, academic, content/domain specific) <p>Model School: Mayor’s Task Force on Chronic Absenteeism</p> <ul style="list-style-type: none"> • Model school and lab-site for city schools struggling with excessive absenteeism. Systems and structures shared and adopted. 			
<p>Parent Engagement</p> <ul style="list-style-type: none"> • Parent workshops provided after-school and Saturdays. • Encourage more parents to become trained school volunteers; • Provide written and verbal progress reports that are periodically given to keep parents informed of their child’s events, celebrations, work, and progress. <p>Develop and distribute a school newsletter designed to keep parents informed about activities, events, celebrations and student progress.</p>	Parents	September 2015 - June 2016	<p>Administrators are responsible for overseeing all programs including data collection and progress monitoring.</p> <p>Teachers, Instructional Coaches, Mentors</p>

Part 4 – Budget and Resource Alignment

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

Teachers: Lesson Plans

Ongoing collaboration and planning with teaching artists (organizations), includes ongoing reflection and adjustments Student work products, celebrations, events, which are evident and impact and are shared with greater school community including families.

Alignment and cohesiveness in unit of study process/templates/documents, expectations (gap analysis in order to adjust and revise), expectations around use of technology (iPads, Smart Boards, laptops, desktops, computer lab, library)Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters) Secondary Focus: Special Education Team and Bilingual/ESL Team

Flexibility in Master Schedule Programming

Per session School Leadership Team

Parent workshops provided: Teachers and Social Worker

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

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

Part 5 – Progress Monitoring

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

Mid-point checkpoint: February 2016 – Student midline Data, Advance data, student progress on formal and informal assessments

Teacher effectiveness monitored

Midyear meetings with Principal and Assistant Principal

Meetings with Instructional Coaches

Reviewing revisions to Units of Study based on inquiry approach

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

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

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

Part 1 – Needs Assessment

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

Feedback provided by parents via the school website, PA meetings, parent surveys, and workshops through strategic facilitation and use of planned guided questions, to create an inviting environment while encouraging open and authentic conversations.

Goals set by Parent Association and School Leadership Team

New school programs that involve parents as partners through documentation and tracking of events.

- Increased number of parent volunteers.
- Increased number of parents attending Parent Association meetings.
- Increased number of workshops and learning opportunities.

-Increase in parent attendance

- Always need to increase community awareness of resources, programs, and events.

Learning Environment Survey (2013-2014)

• Strengths

- o Believes we value learning and have high expectations
- o Communication: Academic, Events/Celebrations, Meetings, Workshops
- o Strong instructional programs o Strong enrichment and arts activities
- o Access and feel welcome o Response from school staff

o Feel their child is safe

• Needs/Next Steps

- o More frequent progress reports in writing
- o More workshops around actual content
- o GED courses

- Number of students entering kindergarten with no pre-school, daycare, early intervention

Part 2 – Annual Goal

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

By June 2016 there will be an increase of parent and community involvement by 5% by establishing strong parent leadership through the Parent Association, School Leadership Team, and school programs. School programs will focus on involving and engaging parents in ways to contribute to students’ educational process and prepare them for College and Career Readiness.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Parent Workshop Opportunities</u></p> <ul style="list-style-type: none"> • Assessment and Goal Setting (Principal) • McGruff/Safety (AP, Parents, CBO) • Arts Integration & Activities (Instructional Coaches, DreamYard) • Reading strategies and support. (Instructional Coaches) • At Home Support for Literacy. (Instructional Coaches) • Middle School Articulation: Process, Choices, Strategies (Guidance & Assistant Principal) • Middle School Visits 	<p>Parents/ Families</p> <p>Chronically absent students</p> <p>Social/emotional at-risk, high need students and families.</p>	<p>September 2015- June 2016</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Parent Association Executive Board</p> <p>School Leadership Team</p> <p>Entire school community including office and custodial staff.</p>

• Technology: Part 1 - Exploring and using the school website as a resource and means for communication. Part 2 - Using Acuity as a support. Requested another Technology PD in the Spring focusing on educational websites for students and parents, audio books, educational software and supports. (Data Specialist/Tech Teacher)

• School Website

• Domestic Violence (Guidance)

• Social-emotional strategies, Information and support. (Guidance)

• Effective Communication with your Child

• Cyber Bullying

• Summer Activities & Events Around the 5 Boroughs

• ELL Conference in NYC (30 parents attended)

• Asthma

• Healthy Eating

• ELA & Math Test Sophistication (For Parents)

• “Stress-less” followed by Yoga

• Immigration (Guidance, Staff from Senator’s Office)

• Understanding Career & College Readiness, CCLS (Principal & Instructional Coaches)

Ongoing Grade-level Events

• Writing celebrations (2-3 per grade level at the completion of a writing unit).

• Multicultural Celebration: Students celebrate their cultures which included research and project based work including families cooking dishes or desserts for their class. Parents were invited to share in students learning and celebrate.

• Science Fair

• Math Madness

- Math Olympics/Circus
- Tie-Dye Event
- TIGER Day
- Fairy Tales Celebration
- Arts Alive Festival (Grade Highlights)
- Awards Night
- Swimming Events (Including Jr Lifeguards): Total: 4

School-wide Events

- Monthly parent/family activities in classrooms. Activities vary per grade-level. Examples: use of the Smart Board (K), use of iMovie (5), cooking following directions/recipes (3), math number stories (1)...activities reflect a theme depending on the current unit of study and/or holiday of the month.

- Movie Night

- 100% Attendance Breakfasts (Students and Parents) (Winter & Spring)

- PTC: Stations established in the cafeteria for parents.

- o Coaches: Reading levels matched to books, skills, and strategies

- o Questions for Coaches

- o Service providers

- o Technology/School Website

- o Belmont Library

- o Scholastic Book Fair

- o Materials/Supplements for Families

- Arts Alive

- Dance Festival

- Family Dance (Upper Grades)

- Family Fun Reading Night: Guest Author: Dan Greenburg, Clifford the Big Red Dog, Barnes & Noble, Literacy Activities, New York Public Library

Fundraising allowed for holiday presents for children/families in need (Shelter/Temporary Housing). Every K and 1st grade child received an age appropriate toy, and in grades 2 through 5 students in shelters and/or temporary housing.

Weekly ESL class for parents, every Tuesday, attendance increased by more than 50%. Attendance weekly includes approximately 25 to 30 parents. Focuses on written and verbal communication in English, reading skills and strategies, community field trips, and supporting students at home. ESL workbooks used to support work.

- Daily and weekly meetings, both formal and informal, with the Executive Leadership of the Parent Association.
- Warm, welcoming Parent Room where parents can meet, 2014-15 CEP 37 share ideas, learn, and receive support and resources.
- Parent Coordinator acts as support and liaison between parents and the school community.
- Collaborate with community organizations and businesses to establish relationships and support for the school and outside community.
- Communication via email between parents, teachers, and administrators.
- Parents attend professional development and meeting opportunities provided by DOE and community based organizations.
- Parent participation on School Arts Leadership Team.
- Workshop ideas also generated based on parents needs and interest. (Examples: GED, ESL, Financial workshops, How to Help Your Child at Home, Healthy Eating, Asthma, Good Questioning & Conversation, Math Games/Activities, Go Math, RTI Process, Common Core Learning Standards, Understanding the State Math & ELA Examinations...).
- Collaboration with student government on school-wide events.

<ul style="list-style-type: none"> • Collaboration with the Literacy Specialist to use the Robin Hood Library as a tool for students and parents. (Examples: Books for Breakfast, Open Access Hours on Tuesdays) • Increase parent participation and involvement at scheduled RTI meetings. • Letters/Automated Calls advertising parent supports and events in New York City. • Strong School Leadership Team that engages in conversation and decision-making process around student and community needs. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Parent meeting and workshop agendas, minutes and sign-in sheets. • School Leadership Team agendas, minutes, and sign-in sheets. • Collaboration and communication between parents and teachers. • Documented events within the school community. • Parent feedback. • Newsletters, letters, flyers, and other community documents distributed to students and parents. • Parent volunteer attendance and logs. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-point benchmark towards meeting goal: February 27, 2016
<ul style="list-style-type: none"> • Daily communication with PA president. She is truly an active part of our team and community. Daily and weekly communication with Executive Board including a more formal monthly meeting. The Parents Association has provided

items based on grade-level needs, for example, thick pencils for K and 1, copy paper, hats and coats for students in need.

- Supports school environment by displaying pictures of activities, workshops, parent involvement.
- Increased attendance at monthly Parent Association meetings.
- Increased collaboration and decision-making during School Leadership Team meetings.
- Bi-Monthly Parent Newsletters: Provided by each grade-level team, completed by classroom teachers, includes unit of study information, supports for parents, highlights of classes and grades, events, celebrations, etc.
- Monthly Parent Calendar: Highlights events, programs, celebrations, reminders
- Assessment of PA collaboration with Student Government
- Parent Room/Resource Center
- ♣ Finalized and organized by centers. Use of technology, criteria charts supporting parenting and instructional techniques, resources for families, upcoming opportunities. Consistent parent volunteers in library, gym, cafeteria, office, parent room.
- Parent Workshop Opportunities: Feedback Sheets
- ♣ Tracking and monitoring workshops and learning opportunities for parents provided by different stakeholders
- School-wide Events/Celebration Reflection & Parent Feedback
- ♣ Tracking and monitoring school, grade, and class events/celebrations 2014-15 CEP 39
- Parent Feedback
- ♣ Weekly ESL class for parents, every Tuesday, attendance increased by more than 50%. Attendance weekly includes approximately 25 to 30 parents. Focuses on written and verbal communication in English, reading skills and strategies, community field trips, and supporting students at home. ESL workbooks used to support work.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>State Examination Data (ELA, Math, NYSESLAT)</p> <p>Baseline-Midline-Endline assessments</p> <p>IEP information/data</p> <p>Unit of Study formative and summative assessment data</p> <p>Program baseline assessments Unit diagnostics</p>	<p>iReady : CCLS integrated program of assessment and data-driven instruction . The program teaches and assesses all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language, Speaking, and Listening Standards are also integrated throughout.</p> <p>Guided Reading/Strategy Groups: Use of appropriate leveled texts, teacher created guiding questions and activities, encourages student analyzing and conversations around text. Provided in addition to classroom instruction, small group, targets student’s needs.</p> <p>Foundations: Increases phonological/phonemic awareness, phonics and spelling, focuses on sequence skills, print knowledge, alphabet awareness, phonological, phonemic awareness,</p>	Included in program descriptions.	Parts of the <i>iReady</i> program will be used during the school day, during rotational reading, and during extended day

		<p>decoding, fluency, vocabulary, and spelling. Critical thinking, speaking, and listening skills are also addressed through text activities. (Small group instruction)</p> <p>Sounds in Motion: Targets early literacy improving skills in: listening, phonemic awareness, articulation, and discrimination of speech sounds, auditory processing, and vocabulary development through movement. (Small group instruction)</p> <p>Imagine Learning: Imagine Learning is a technology -based program, which is individualized to meet the needs of students according to English Proficiency and student reading levels. Components of Imagine Learning include: vocabulary development, listening comprehension, songs and chants, phonemic awareness, letter recognition, as well as fluency and comprehension. The program also individualizes learning within groups of students while encouraging students to practice reading and speaking out loud. (Targets ELL's, technology based, 1:1 program that targets</p>		
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		<p>student’s needs, including small group component)</p> <p>SuccessMaker: A balanced, integrated approach to reading, a strong instructional focus on developing phonological awareness, phonics, reading fluency, vocabulary and comprehension skills through a lesson - based format that allows students to practice and apply these skills. (Technology based, 1:1 program, including small group component)</p> <p>READ 180: A technology based program that delivers effective reading, writing and vocabulary instruction to struggling readers by differentiating instruction according to each individual student’s level and needs. Read 180 has a rich and engaging curriculum and includes a variety of resources for differentiated instruction. In addition to the technology component, students engage in both independent and small group learning activities. The individual activities include an independent reading and listening center experience which targets student’s</p>		
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		needs. (Technology based, 1:1 program, including small group component)		
Mathematics	<p>State Examination Data (ELA, Math, NYSESLAT)</p> <p>Baseline-Midline-Endline assessments</p> <p>IEP information/data</p> <p>Unit of Study formative and summative assessment data</p> <p>Program baseline assessments</p> <p>Unit diagnostics</p>	<p>iReady: CCLS integrated program of assessment and data-driven instruction . The program teaches and assesses all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language, Speaking, and Listening Standards are also integrated throughout.</p> <p>Math Steps: Reinforces a strong foundation of mathematical skills and scaffolds students learning. Focus on place value, basic operations, computational skills, and word problems, number and numeration, understanding various concepts, scaffolding of more complex concepts.</p> <p>SuccessMaker: A presentation of problems and consistent areas for answer input let learners focus on how to do math, while developing basic skills and more complex problems depending on student’s responses on ongoing assessments. Fun characters and reinforcements keep students engaged and motivated. (Technology</p>	Included in program descriptions	AIS programs are provided during the school day for the exception of iReady, which is provided both during the school day and during extended day.

		<p>based, 1:1 program, including small group component)</p> <p>Guided Math/Strategy Groups: Provided in addition to classroom instruction, small group, targets student's needs</p>		
Science	<p>Baseline assessment data</p> <p>Unit pre and post-tests</p> <p>Grade 4 State Science, trends & patterns</p>	<p>Measuring Up: NYS Learning Standards (Science, Level), Includes assessments and test practice.</p> <p>Discovery Education: Techbooks, interactive videos, include informal and formal assessments.</p>	Guided small group instruction on specific grade-level science standards during the school day.	AIS programs are provided during the school day.
Social Studies	<p>Baseline assessment data</p> <p>Unit pre and post-tests</p>	<p>Measuring Up: NYS Learning Standards (Social Studies), Includes assessments and test practice.</p>	Guided small group instruction on specific grade-level science standards during the school day	AIS programs are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Occurrence reports</p> <p>Anecdotal records</p> <p>Student writing, responses/discussion in response to PBIS work</p> <p>RTI referrals</p> <p>Special Education referrals, IEP's</p> <p>Outside service referrals</p>	<p>Fordham Tremont Mental Health Services (Provided in-house)</p> <p>Social Worker (2)</p> <p>K-2</p> <p>3-5</p> <p>Counselor (Mandated Service/IEP Students)</p> <p>School Psychologist (School Assessment Team)</p> <p>Social Worker (School Assessment Team)</p>	1:1 and small group, depending on student(s) need(s)	AIS programs are provided during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • A focus on teacher growth and support attracts highly qualified teachers through the numerous learning opportunities, collaborative planning, and strong teamwork and development, which provides a nurturing adult learning environment. Instructional coaches, administrators, and lead teachers will engage in professional conversations and professional development supported by Network staff/instructional coach's, Teacher Center initiative, LCI, Teacher's College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction. • Rigorous team interview and hiring process, including demo lesson. • Strategic placement of teachers/staff including the dynamic and development of strong teams

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Monday and Tuesday's professional learning cycles, depending on grade-level/team/staff needs, led by core instructional team, including lead classroom teachers...differentiated, with the expectation of learning being applied which is followed up by reflection, revision, and evidence in student use and product. • Classroom teachers attend grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC's (Professional Learning Communities) and Teacher Team meetings. • Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community. • Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus.

- Teachers engage in the collaborative curriculum development, implementation, and analyze student work reflecting the Common Core aligned tasks/units. The Common Core aligned tasks incorporates more rigorous student work. The student work is assessed to plan for future instruction. 2014-15 CEP 46
- In addition to support from administrators and instructional coaches, both IEP Teacher and Mentor support non-tenured teachers. Weekly meetings, visits, and feedback, which is then discussed at weekly cabinet meetings.
- Teacher teams have 5 common preparation periods a week. 1 of the 5 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas.
- Teacher teams will collaboratively generate units built on sequence and rigor, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the “process” and what students are thinking will drive reflection and conversations.
- Instructional coaches, administrators, and chosen Lead Teachers, from both teams, will participate in Network and city sponsored professional development designed to support the creating of tasks aligned with the Common Core Standards.
- Instructional coaches, administrators, and Lead Teachers will plan for professional development with grade-level Teacher Teams supporting the acquisition of skills and knowledge related to creating and implementing the described tasks and assessments.
- Ongoing visits and collaboration with the Network Instructional CCLS Coach will facilitate and guide school-wide next steps and provide multiple resources depending on needs. (For example, protocols for looking at student work, depth of knowledge resources, sample task bundles.)
- Teacher Team meetings, PLC’s, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of these tasks. In addition, the CCLS planning team has 4 hours per week after-school to continue and deepen the work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- Communication with community pre-school programs
- Student/class pre-school visits (Spring) for incoming fall kindergarten students
- June parent orientation meeting for new incoming kindergarten families (Summer supports, school information, curriculum, School Packet)
- School Handbook
- Three day summer program for kindergarten students in August (Parents meet the teachers and students and get accustomed to the school, classroom, teacher, and 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.

Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also proven valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit. The following is a summary regarding assessment within the school community:

- State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT)
- ELL Interim Assessment
- AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- In-House Baseline, Midline, End-line Data K-5 (Reading, Writing, Math, Social Studies, Science)
- TC Quick Assessment Data K-5 (Reading)
- CCLS Student Goals Tracking Sheet K-5
- Unit Assessments (Criteria/Rubrics)
 - o Literacy (Pre, BAT's, CAT's)
 - o Writing (6+1 Traits Continuum)
 - o Math (Pre/Post, Progress Checks, H.O.T/Extended Response)
 - o Social Studies (Pre/Post, Progress Checks)
 - o Science (Pre/Post, Progress Checks)

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	772,372.00	X	21, 26, 34, 38, 43
Title II, Part A	Federal	170,110.00	X	26, 34, 38
Title III, Part A	Federal	16,536.00	X	26, 34
Title III, Immigrant	Federal	0	X	34, 43
Tax Levy (FSF)	Local	4,743,619.00	X	21, 26, 34, 38

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 32x, The Belmont School</u>	DBN: <u>10X032</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>136</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Introduction/Overview

Current Number of ELL's: 136 (K: 30, Gr 1: 22, Gr 2: 30, Gr 3: 19, Gr 4: 12, Gr 5: 23)

All students are receiving the required instructional minutes from certified ESL or bilingual teachers during the school day. Based on an analysis of the 2014 NYSESLAT scores we see a need to provide additional supplementary work in reading, writing and listening. ESL teacher, classroom teachers, and The Core Instructional Team of 10X032 has analyzed the ELL data determining school, grade-level, class, and individual student trends, strengths, and areas most in need. The data has impacted units of study, differentiated options/activities, explicit whole group and small group instruction/conferences, ESL programs and instruction, AIS instruction, and extended day/week programs. Goals (short and long-term) include providing students with supplemental guidance and implement strong student supports in order to increase both performance and progress rates.

Targeted Supplemental Programs

Imagine Learning: Although the Imagine Learning program is used throughout the instructional school day, the data provided allows teachers to support and target specific skills/ strategies for direct instruction during the supplemental programs. This data specifically supports decoding, comprehension, fluency, social and academic language, vocabulary development.

Students are grouped first according to overall data collected by multiple sources (NYSESLAT, Computer-based Intervention Programs, State Examination Data, In-house formative and summative assessment data integrated into all content area unit of studies, In-house simulations). Groups are flexible as knowledge of students increase, including analyzing current/new data. Teachers move student groups depending on progress and/or lack of. Grouping may also target specific modalities in addition to targeted skills/strategies.

The extended day/week program for ELLs will begin in January. The after school/week program will target student needs and build skills necessary to show progress in the four modalities. It is aligned and supplemented to the Common Core Learning Standards, Bilingual Education and ESL services required by CR Part 154. The program will develop students comprehension skills and increase their independent reading levels measured by TC Quick Assessment. It also engages students using the Continental's New York ELLs for guided and independent practice to further student learning and strengthen students oral, and social and academic writing skills. The extended day/week program will run three days per week for 1/1.5 hours per day through May 2015 and the Saturday program runs for a three hour block of time. If additional funding becomes available supplemental support programs will be developed.

After school programming focuses builds on classroom instruction/curriculum. This is in addition to their ESL/ Bilingual programs. These extension and small group activities allow for more targeted and individualized planning and instruction. They work on listening and oral English Language Development modality through the use of picture cards, text illustrations, and student work/illustrations. Teachers will plan mini-lessons to target student's needs in each modality (listening, speaking, reading and writing). Students will use the supplementary material Continental's New York ELLs to provide students with a balance of guided and then independent practice to implement strategies and skills taught. The students will use the illustrations to develop oral language by engaging in storytelling, comprehension of dialogue and information, texts to develop comprehension. Students will generate writing pieces (taken through the writing process and in response to text/resources) that are organized, demonstrate complex understanding of the task/texts and use appropriate vocabulary and sentence structure for the grade level. The 6+1 Traits of Writing (criteria and rubrics) facilitate student learning.

Part B: Direct Instruction Supplemental Program Information

Libraries will also be purchased (Lee & Low) to supplement the program. This will allow for independent practice in both English and Spanish for both students and parents. Libraries will be distributed between targeted classrooms and the Robin Hood Library.

Types of other learning skills and strategies integrated across all content areas:

Predicting, inferring, summarizing, questioning (self & others), self-monitoring, clarifying, visualizing, evaluating by rereading, using key vocabulary, use of mapping/graphic organizers, note taking, highlighting, accountable talk/discussions. After analyzing information/text students will be able to apply knowledge to show deep understanding. Teachers will act as facilitator in addition to providing explicit teaching and provide opportunities for interaction between students, questioning (self & others) for clarification and deeper understanding, group activities/learning, group discussions/projects, and thinking critical through problems with their peers.

The following supplies will be purchased to support Title III programs provided by other funding sources: paper, pencils, folders, markers, chart tablets. The Continental's New York ELLs workbooks, listening center materials (texts on tape/CD), and instructional games are also purchased to support the programs. A Kaplan program is also used in collaboration iReady (Text and Technology based), a CCLS student program support. Imagine Learning and Achieve 3000 are also used. Service providers also provide additional instruction and support. They provide both Tier I and Tier II strategies. ELL's are engaged in Imagine Learning, READ 180, Success Maker, and Avenues. All newcomers are assessed and placed in a program, offering them the at-risk service. Student needs determine who and what program(s). Although these programs are offered throughout the day, the data is used and selected small group tasks/activities are pulled from these programs to support the extended day/week programs throughout the school year.

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: _

Overview Programs/Topics:

-Continental's New York ELLs

-Libraries (Lee & Low Books)

-Imagine Learning (Data/planning integration focus) (Note: If applicable and depending on funding)

-

Continental New York ELLs

-

Lessons address the speaking, listening, reading, and writing language domains. Professional development will focus on academic content and language aligned with items for the Common Core's emphasis on reading for information. The patterned way of reading is a common instructional practice within our school community. The professional development will focus on a variety of instructional strategies for both teachers and parents. Some topics will include:

- Patterned Way of Reading
- response to graphic information and use of organizers and supports
- responding to short passages/texts
- comprehension of dialogue and information
- picture-based stories
- listening for academic content and language
- writing fact-based essays

Part C: Professional Development

Some integrated activities allow for professional development which also focus on grades 3, 4, 5 aligned to the New York State Common Core Learning Standards needed to transition to the NYS Common Core ELA Examination.

- Libraries (Lee and Low)

- The Bilingual book sets/libraries offered by Lee and Low provide a variety of diverse books featuring a range of cultures. The books/libraries will be divided between the program classrooms and library. Planned topics for professional development are the following:

- close reading of text

- teaching vocabulary in layers

- choosing texts and vocabulary

The professional development will focus on the best instructional practices for ELLs.

- Imagine Learning (data integration/planning)

Special attention will be paid to the Action Areas Tools which will give teachers intervention skills, strategies, and resources necessary to move each individual student forward. Teachers will analyze data and group students by need for guided and independent practice.

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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: _

Introduction/Overview

PS 32 begins the school year with a professional development plan. This plan reflects NYCDOE Instructional Expectations and Goals, and school-wide goals. The overall goal is to improve teaching and learning, in both English and students Native Language in addition to providing parents/families the opportunity to engage in their child's learning and learning to develop themselves. Our community focuses on parent development and enriching parent engagement in all contact areas. Our parent coordinator, assistant principals and veteran bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program and Title III student and parent programs. This educates parents on instructional programs and gives the opportunities to meet key staff members and ask questions.

Targeted Parent/Family Professional Development

Parent ESL Classes (offered once a week for one hour)

The parent ESL classes are taught by a licensed ESL teacher in collaboration with our bilingual social worker and parent coordinator. ESL classes target families at the beginner and intermediate levels. The class introduces basic structures of the English language and vocabulary development. Through reading, writing, listening, and speaking, parents learn strategies to develop oral language, pronunciation, and reading skills. They expand oral comprehensibility and write complete sentences and standard paragraphs while acquiring level-appropriate grammar and punctuation skills. The Side by Side text/workbooks compliment the work that students do in their programs. This text/workbook

Part D: Parental Engagement Activities

supplements the program. Parents/families also have opportunities to take field trips in the neighborhood for application in addition to parent ELL workshops/conferences offered throughout the city.

- Continental's New York ELLs

- The supplemental text, Continental's New York ELLs, including workbooks, students use in the program offer some great resource pages that are integrated into the parent ESL class. In addition, two teachers (1 ESL, 1 Bilingual certified), hold a series of three workshops aligned to the student program and their resources. This both develops parent knowledge and also allows them to better support their child at home. Parents have the opportunity to take away a packet mass copied that offers additional work/support for both student and parent.

- Library

- In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily for themselves and with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners and families which support the programs and parent development, specifically in literacy. During this Tuesday open access time the licensed ESL teacher who engages parents in the class is also available to support them during this time.

Activities are appropriate for parents of ELL's and we secure the appropriate translation and interpretation services for our families. Funds are also used for Translation Services throughout the school year.

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 10	Borough Bronx	School Number 032
School Name The Belmont School		

B. Language Allocation Policy Team Composition

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

Principal Rebecca Lew	Assistant Principal Rhonda Stigliano
Coach Jessica Caba	Coach Danielle Colangelo
ENL (English as a New Language)/Bilingual Teacher	School Counselor Martha Estevez
Teacher/Subject Area Eleana De Luna / Bilingual Tea	Parent Iris Elmore
Teacher/Subject Area Chestine Rosado/ ENL Teacher	Parent Coordinator Emma Santana
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	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	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not 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]	3	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	865	Total number of ELLs	116	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	111	ELL Students with Disabilities	29
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	32	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	79	0	24	5	1	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 12

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish	7	13	12	0	0	0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	10	6	20	16	12								0
Chinese		1	1											0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	5	5	3	4									0
Emerging (Low Intermediate)	4	6	4	3	2	1								0
Transitioning (High Intermediate)	13	2	2	2	1									0
Expanding (Advanced)	19	7	13	8	5									0
Commanding (Proficient)	21	2	7	1	3									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	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		10	15	9	3	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	11	0	0	0
4	9	5	0	0	0
5	18	7	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		9		7		0		0
4	8	1	7			1	0		0
5	16	4	8		1		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	9	0	2	1	1	1	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)	0							
Chinese Reading Test	0							

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.
 Various Assessment tools are used to assess the literacy skills of our ELLs. Some of the assessments used are NYSITELL, ELL Assessment Kit (Rigby), El Sol, Soluciones, TCRWP, TC Quick Assessments (Independent Reading Levels), ELL Periodic Assessment, teacher conference notes and observations, technology-based program assessments, and protocols for looking at student work. These assessments identify students needs, strengths, and next steps, which allow teachers and grade-level teams to plan accordingly.
 The data from student assessments helps us to determine individual/ group needs, strengths, next steps for every grade band correlated to the Targets of Measurement (TOMS) and Performance Level Descriptions (PLDS). Using student's data we determine the Anchor description of what the child can do at that grade level.
 We develop units of study that integrate modalities of listening, speaking, reading and writing. The unit plans focus in all content areas and around Global themes that provide students with an assesment experience that is cohesive and interconnected across modalities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After examining multiple souces of data, tends and instructional plans, the following is concluded:

Grade Level	----	# of students tested	NYSITELL	---	NYSESLAT
K		33			
1		3			28
2		2			20
3		1			26
4		1			16
5		1			14

In grades K-5 we have 41 new admits who speak a language other than English and were given the NYSITELL exam. We have 10

new admits in grades K-5 that are non- English speakers.

In Kindergarten 12 students scored Commanding on the NYSITELL exam. In grade one 2 students scored Entering and one scored Expanding. New admits in grades 2-5 students scored Entering Level on the NYSITELL exam.

The general trend on the NYSESLAT is more students are scoring at the Transitioning and Expanding levels. Our students score higher in the Listening and Speaking modality than in Reading and Writing.

In grades K-5 students continue to need support in developing reading and writing skills.

Next steps to assist students with four modalities (Speaking, Listening, Reading, Writing)

- * Integrating CCLS and New Language Arts Progression
- * Integrated approach to modalities
- * Units that focus on global themes
- * Patterned way of reading as a strategy for Close Reading
- * Texts complexity with content area focus
- * Focus on academic language
- * Focus on words phrases and forms of language that students need to understand and be able to use in order to meet the discipline specific standards across all four modalities.
- * Develop conversations, fluency, and a voice in writing
- * Re-read and self- monitor for meaning
- * Making inferences
- * Use correct sentence structure/ sentence verb agreement
- * Use graphic organizers to provide text evidence to back up thinking
- * Use 6+1 traits in writing
- * Use appropriate grammar and punctuation
- * Benchmark Education - English Language Spring Forward (Literacy intervention in English)

Our school goal with specific emphasis on the development and support of English Language Learners:

By June 2016, 100% of staff will create a welcoming and safe environment where students with disabilities, English Language Learners, and former English Language Learners are able to take risks and are challenged by rigorous CCLS aligned tasks, which will be evidenced in planning documents, teacher lessons/observations, student work, data, and classroom environment.

Grades K-2 ELA (based on their performance on MOSLs)

ELL Student Strengths

- * Demonstrate understanding of the text (read by teacher and/or read independently)
- * Include multiple details from the text when answering text-dependent questions
- * Completing graphic organizers with relevant information from the text
- * Writing has directionality with spaces between words.
- * Develop sentences with a variety of lengths and structures.

ELL Student Needs / Next Steps

- * Using multiple facts, definitions, and details from the text to develop a point in writing
- * Grouping information together in their writing to support proper organization including an introduction and concluding statement
- * Using transitional words/linking words in their writing when relevant
- * Use of punctuations (ending and internal)
- * Use of proper capitalization (beginning of sentences, names and dates, holidays, and locations)

Grades 3 ELA

ELL Student Strengths

- * Using graphic organizers to record significant details.
- * Beginning to read with some fluency.
- * Using various strategies to identify unknown words (chunking, blending and segmenting, using word families and word endings)

- * Use knowledge of story structure, story elements, and key vocabulary to interpret stories.
- * Locating information in a text and providing evidence to solve problems.
- * Use specific evidence from text to identify main idea.
- * Describe characters, their actions and their motivations related to a sequence of events.
- * Recognizing to record significant details about character and events in stories.
- * Developing and writing simple sentences.
- * Grouping ideas in paragraphs for writing.
- * Writing supporting details.

ELL Student Needs / Next Steps

- * Reading and understanding written directions.
- * While listening to a selection, identifying the elements of character, plot and setting.
- * To understand author's message or intent.
- * Determining the meaning of unfamiliar words/strategies by using context clues and other resources.
- * Evaluate the content by identifying whether events, activities, characters and settings are realistic.
- * Making predictions, drawing conclusions, and making inferences about events and characters in stories/ passages.
- * Identifying main idea and supporting details in informational texts.
- * Evaluating content by identifying the authors purpose.
- * Organization and elaboration of ideas orally and in writing.
- * Writing conventions and mechanics.

Grade 4-5 ELA

ELL Student Strengths

- * Use of note taking skills and strategies.
- * Define characteristics of different genres.
- * Provide basic retell of major events in a story.
- * Identifying literary elements such as setting, plot, and characters of different genres.
- * Recognize the difference between fact and opinion.
- * Describe characters, their actions and their motivations related to a sequence of events.
- * Use of graphic organizers to record significant details from informational text.
- * Referring back to the text to help answer questions (literal questions).

ELL Student Needs & Next Steps

- * Determining meaning of unknown words by using context clues, other resources/strategies.
- * Identifying author's purpose, message, and theme.
- * Read to collect and interpret data, facts and ideas from multiple sources of text.
- * Determining important vs. unimportant details.
- * Identify and use metaphors and similes'
- * Identify information that is implied rather than directly stated.
- * Read and understand written directions.
- * Reading with expression and fluency

K-5 ELL Student Supports

- * After-school Program (January-May)
- * Saturday Program (January-May)
- * Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention).
- * Ongoing formative assessments, including daily conferencing and feedback
- * Use of children's literature, mentor texts, and touchstone texts
- * Ready CCLS Testing Preparation Program for English Language Arts and Mathematics (Grades 2-5).
- * Use of technology-based programs, for example, Imagine Learning, Read180 and iReady.
- * Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- * ELL students with IEP's receive 30-minutes a day of Sound Reading Solutions.
- * Reading Program Soluciones (Literacy Intervention for ELLs in Spanish)

Note: All interventions, programs, and services are tracked for student's strengths, needs, and progress.

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

The Data Analysis and AMAO Tool is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/ or interventions for our students. This tool serves as an early warning indicator for our students as it automatically calculates the number of risk factors exhibited for each of our students . This helps us to tailor our programming to meet needs and identify trends of our students.

The factors that can be analyzed from using this tool include students home language, grade level, years of ELL services, ELA/ Math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification.

The Data Analysis and Title III AMAO Status Estimates using Spring 2013 NYSESLAT scores shows:

- * 117 English Language Learners
- * 99 students took the NYSESLAT exam
- * 74 Students who made progress in English Language Acquisition
- * 15 Students who attained Proficiency on the NYSESLAT
- * 0 Long Term ELLs
- * 8 ELLs with 5 to 6 years of service
- * 1 ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on ELA
- * 5 ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on Math
- * 10 ELLs with at-risk level 5 or greater
- * 11 ELLs with 2 or more years of service but scored at first quartile on NYSESLAT

Our school meet AMAO 1 and AMAO 2

The Data Analysis and Title III AMAO Status Estimates using Spring 2015 NYSESLAT scores shows:

- * 116 ELLs in our school building
- * 4 ELLs scored at or below 25th growth percentile and scored at level 1 or 2 on ELA
- * 10 ELLs were held over in past 3 years.
- * 17 ELLs with at-risk level 3 or greater
- * 6 ELLs with at-risk level 5 or greater
- * 5 ELLs with 5 or 6 years of service
- * 23 ELLs with 2 or more years of service but scored at first quartile on NYSESLAT
- * 9 ELLs that scored at first quartile on NYSESLAT for 2 or more years in a row
- * 1 Long-term ELL

4. 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?

(Patterns across performance levels and grades)

Our ELL students in grades K-2 show great progress in speaking, listening, reading and writing in English. Most of our Kindergarten students attend Pre-K programs or head start, which helps them come to us with a solid basis in phonemic awareness, social and academic language. Assessments data shows that our bilingual students tend to perform better in tasks and assessments in English compared to the assessments in Spanish. In grades K-2 most of our students score Transitioning, Expanding or Commanding on the NYSITELL or NYSESLAT . Students demonstrate a mastery of the English language fundamentals in the early grades (K-2). Students are able to identify letters of the alphabet in English and have an understanding of letter/sound relationships in this language. Their phonemic awareness in English enables us to teach the foundation of reading in the new language, such as segmenting and blending CVC words, relationships between word families, and recognition of high frequency words. This supports to their ability to read independently in the new language. Our literacy units of study are developed around Global Themes. These themes are interconnected with topics around science and social studies. Our students' success in these units are dependent on their performance with Common Core Learning Standards for ELA, Targets of Measurement and Performance Level Descriptions, and their understanding of the content of the unit. Our bilingual classes support students'

performance in these units with explicit instruction of the content (science and social studies) in their Native Language. This instruction develops a necessary schema for the students to be successful in the literacy units.

In grades 3- 5 the pattern has been that students show great deal of progress in developing social and academic language in English. Students perform well when the assessment is focused on speaking and listening, but continue to struggle with reading and writing modalities. Students engage in interactive activities that focus on developing individual needs and enhance strengths.

Use of the ELL Periodic Assessment by School Leaders & Teachers

School leaders, including administration, coaches, and lead teachers, plan for Professional Learning Communities, Calendar Days, and common planning periods to allow time for teachers to analyze data and plan for instruction. The ELL Periodic Assessment data is analyzed by each teacher team, grades 3 through 5, and then compared to other sources of summative and formative assessment data. During teacher team meetings time is dedicated to understanding, utilizing, incorporating the Targets of Measurement (ToMs), Bilingual Progressions, performance Level Descriptors (PLD's) and effective teaching strategies are discussed and shared for ELL students. Teachers identify student's strengths, development of new language, needs, and next steps in addition to making decisions about what is taught to the class as a whole and what can be taught in small groups. The data of new language development along with ToMs for each grade, each level of proficiency, and each modality and Performance Level Descriptions are used to plan for future global themed units of study, small group instruction, and conferences. This data also guides decisions made for the 50-minute extended day, after-school programs, Saturday programs, and testing sophistication units. Teacher's consistently monitor the progress of their ELL students through the use of Targets of Measurement (ToMs), Performance Level Descriptions, specific criteria, rubrics, conferencing, and other sources of formative and summative data.

ELL Periodic Assessment

Common Student Needs

- To understand the question and connect to the picture on Global Themes (Recycling, Immigration)
- Develop a voice in writing
- Re-read for meaning
- Make inferences
- Put items in sequence
- Use correct sentence structure/sentence verb agreement
- Analyze and interpret visuals (pictures, diagrams, charts)
- Use appropriate grammar and punctuation

Developing Student's Native Language

All bilingual and ENL teachers are fluent Spanish speakers, readers, and writers. In all Bilingual classrooms, students receive science and social studies instruction in their Native Language. Students in Bilingual classes engage in reading and writing in NLA and ELA. Students receive small group instruction in math, reading, and writing depending on their needs. Classroom environments consist of English and Spanish libraries, resources, labels, charts, word walls in all content areas, and student work displayed.

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.](#)]

Our school engages in four steps to help our ELLs become successful students. The first step is universal screeners that are used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. The Data gathered gives us indication that a student is at risk in a specific domain. The next step is strong core TIER 1 instruction which is delivered to all students in the general education classroom by qualified educators. The Data collected will help focus on areas of need to guide lesson planning. In collaboration with the school's RTI team, teachers receive recommendations of additional supports that can be implemented to help students demonstrate progress. Step three is Intensive Tailored Instruction which provides support for ELLs who are not showing sufficient progress in skills. The last step is Progress Monitoring to inform how at-risk students are responding to instruction. The Data collected will be used to make educational decisions about changes in goals, instruction and services for the student. All of the Data collected during this process will also be used to focus on strategies, plan future units and next steps.

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

Our teachers in grades K-5 focus on using the Targets of Measurement (ToMs), performance Level Descriptions (PLDs), and Common Core Learning Standards (CCLS) to develop effective units of study. In bilingual classrooms, the background knowledge required from students in the specific content of a unit is provided in their native language. Students' new language development is considered when scaffolding lessons, connecting to students' prior knowledge and focusing on students needs in the four modalities in order to provide all students the opportunity to engage in rigorous tasks. During the school day, students participate in classroom tasks and

computer based programs (iReady/ Imagine Learning) to help develop and acquire new vocabulary and skills.

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?

N/A

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

Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals for ELLs. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also proven valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit. The following is a summary regarding assessment within the school community:

- * NYSESLAT Exam Data
- * State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT comparison)
- * NYC Interim Assessment Data 3-5, including ELL Interim Assessment
- * AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- * In-House Baseline, Midline, Endline Data K-5 (Reading, Writing, Math, Social Studies, Science)
- * TC Quick Assessment Data K-5
- * CCLS Student Goals Tracking Sheet K-5
- * Unit Assessments (Criteria/Rubrics)
- * Literacy (Pre, BAT's Benchmark Assessment Tasks, CAT's Culminating Assessment Tasks)
- * Writing (6+1 Traits Continuum and CCLS Writing Standards)
- * Math (Pre/Post, Progress Checks, Constructed/Extended Response)
- * Social Studies (Pre/Post, Progress Checks)
- * Science (Pre/Post, Progress Checks)

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.

The PS 32 school community takes a series of steps to accurately identify students that fall into the ELL sub-group. We identify our ELL's through:

- * Administer the Home Language Survey to parents during registration, to first time admits in grades K-5 as well as those who have not been in NYS public school for 2 or more continuous year. The Home Language Survey is given to parents by the ENL teacher Elisabete Melo (Common Branch/ Tesol certified/ Bilingual Extension), and by Rhonda Stigliano, assistant principal. The HLIS is given in the parents preferred language.
- * Conduct formal interviews, both student and parent, to determine the language spoken in the home.
- * If a language other than English is spoken in the home determine by HLIS and in- depth interview of student/ parent, the NYSITELL is administered within the first ten days of initial enrollment.
- * The Spanish LAB is administered to students who score less than Commanding on the NYSITELL and speak Spanish in the home.
- * Parent, student (over 18) may request a re- identification process/ review within 45 days of enrollment.
- * SIFE status will be determined within 12 months of enrollment. Initial determination is made within 30 days of enrollment, which can be modified up to 12 months of initial enrollment.
- * A Language Proficiency team determines if student has language acquisition needs and NYSITELL eligibility for students entering with an IEP. The Language Proficiency team consists of Ms. Rebecca Lew (school principal), Elisabete Melo (ENL teacher), Rhonda Stigliano (Special Education assistant principal / special education supervisor), and Parent.
- * ELL student is placed within ELL program within 10 school days.
- * Copies of parent ELL notifications letters are sent home in the preferred language as indicated in part III of HILS and a copy is kept in students cumulative folder, ENL compliance binder, and folder in the main office.

*Our school provides parents/guardians of ELLS with annual and individual meetings in the language understood by the parents to discuss their child's progress in language development , English Language proficiency assessment results, students language development needs in all content areas. These meeting are held in addition to already existing meetings.

Our school sends the ELL entitlement letter to parents within 5 days informing them of their child's entitlement to ELL services and the parents right to choose one of the three programs offered in NYC schools. Parents of entitled students also receive invitation letters to attend the parent orientation session in order to present valuable information and all three programs available for ELLs. Parents are also notified that they have the right to appeal the ELL status within 45 days of enrollment.

These steps are conducted by the certified ENL Teachers, Bilingual Pedagogues, and an assistant principal oversees the process to ensure its accuracy.

English Language Learners are assessed both formally and informally throughout the school year. A variety of assessments are used depending on the students grade-level. Progress is also monitored using the New York State English as a Second Language Achievement Test (NYSESLAT). The data is analyzed and interpreted in order to group students according to their needs and/or levels. Ongoing assessment also allows us to plan accordingly and teach to students needs while building on their interests and strengths.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The ELL identification process is then continued (Individual interview, administration of the NYSITELL / LAB if needed). If there are indications within the ELL identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with SIFE identification Process. SIFE identification process includes administering the oral interview questionnaire, Appendix Language Proficiency Team NYSITELL Determination form, and the administering of the Literacy Evaluation for Newcomer SIFE (LENS). SIFE status is indicated in the DOE's data collection systems (BNDC) within 30 days .

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, *ELL Identification* section).

The Language Proficiency Team ensures proper ELL identification within the 10 days of enrollment and 20 days for students entering with IEPs. Our Language Proficiency Team members are Rebecca Lew (principal), Rhonda Stigliano (special education assistant principal), Elisabete Melo (ENL teacher), and Parent .

Newly enrolled students with IEPs or students who have not been in a NYS public school for 2 or more years are taken through the ELL identification process. If a student has an IEP and Home Language is other than English the Language Proficiency Team reviews evidence of the student's English language development. The Language Proficiency Team uses the Language Proficiency Team NYSITELL Determination Form to record if the student should be tested using the NYSITELL or recommends the student not take the NYSITELL exam based on the completion of HILS and student interview. Upon review, if principal determines the student should take the NYSITELL. Then the student takes the NYSITELL to determine ELL status. ELL identification Process will continue as with all students. If upon review, principal determines the student should not take the NYSITELL the principals determination is sent to a designee for review. Once the designee has determined if the student should be tested or not the school will move forward with testing the student to determine ELL status or ELL identification process is terminated. If it is determined that its best that the student takes the NYSITELL to determine ELL status, ELL identification process continues as with all students. Parent or gardian is notified of this process.

During this process if a parent needs interpretation assistance in Spanish it is provided by Elisabete Melo. If a parent speaks a language that is spoken by our staff members (Spanish, Albanian, Portuguese, Arabic and French) it will be provided in- house translation. If a parent needs translation services for other languages that are not spoken by our staff, we use outside resources, translation and interpretation unit, and DOE website and links.

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.

After the initial assessments are completed by a pedagogue (Elisabete Melo / Rhonda Stigliano), a Parent Orientation is held for parents of new admits whose home language is other than English. A description of the three programs available for English Language Learners are discussed and a video is shown which describes each program in more detail. The video is viewed in the parent's dominate language. Parents are provided with Program Selection Information including: Parent Surveys and Program Selection Forms to assist parents in making a choice of which program would best meet the needs of their child. The ENL teacher,

Bilingual Pedagogues, and Parent Coordinator are available to answer any questions and/or concerns. Entitlement letters/ non Entitlement letters are given to the parents in preferred language within first 5 days of student enrollment. Parents also have weekly ENL classes and information sessions (including workshops regarding student programs and curriculum) made available to them. This is another tool to ensure ongoing communication with our families of ELLs. In the event a program/class requires a change based on numbers/data, parents are notified and called in for a meeting.

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

During registration, parent orientation, school newsletters, school website parents are provided with information in parents regarding registration, ELL identification, program choices, CRpart 154 mandates and the right to appeal ELL status within 45 days of initial enrollment. Within 5 days of ELL determination, we (Elisabete Melo/ Rhonda Stigliano / Rebecca Lew) inform parents of the results of the NYSITELL and ELL status using NYCDOE standard parent notification letters. If parents do not agree with ELL status for their child they have the right to ask for a re- identification process within 45 days of initial enrollment.

Parent notification, program choice, newsletters, registration information, mandates, NYSITELL / NYSESLAT and ELL status are all sent to parents in their preferred language. Copies of parent ELL notifications and letters are kept in students cumulative folders, a copy in the main office and a copy in the compliance binder in the individual student's sleeve.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After the initial assessments are complete , a Parent Orientation is offered during registration to view the Parent Information Video and inform parents of programs available for new admits whose home language is other than English. A description of the three programs available for English Language Learners are discussed and the video is shown which describes each program in more detail. The video is viewed in the parent's dominate language. Parents are provided with Program Selection Information including: Parent Surveys and Program Selection Forms to assist parents in making a choice of which program would best meet the needs of their child. The ENL teacher (Elisabete Melo), Bilingual Pedagogues (Eleana DeLuna), Special Education Assistant Principal (Rhonda Stigliano), and Parent Coordinator (Emma Santana) are available to answer any questions and/or concerns. Parents who are unable to view parent information video or make a program selection at time of registration are invited to come to another orientation with 10 days of enrollment. If parent is unable to attend orientation a phone conference will also be attempted in order to inform the parent of programs available and give them the opportunity to choose a program for their child. Parents are also notified that if they do not choose a program for their child who has been identified as an ELL they will be placed in the bilingual program (default program).

Parents also have weekly ENL classes and information sessions (including workshops regarding student programs and curriculum) made available to them. This is another tool to ensure ongoing communication with our families of ELLs. In the event a program/class requires a change based on numbers/data, parents are notified and called in for a meeting.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents complete the necessary information during the Parent Orientation facilitated by Elisabete Melo (ENL teacher), Eleana DeLuna (Bilingual teacher), Rhonda Stigliano (Special Ed. assistant principal), Emma Santana (Parent coordinator). If a parent cannot attend the meeting, they are given the opportunity to have a one-to-one meeting with the ENL Teacher, Bilingual Pedagogue, and/or Parent Coordinator. Once a program has been selected by parent to best meet the needs of a child, the parent receives a placement letter stating the program their child is enrolled in.

Parents also receive a placement letter that specifies the program their child will be enrolled in for the 2015-2016 school year. Entitlement letters for current ELLs and non entitlement letters for students who scored Commanding on the NYSESLAT but will continue to receive services for two years are also provided to parents. A copy of the letter(s) is filed for school records, in addition to the copy provided to the parent. ATS reports are also used to determine and monitor NYSITELL and NYSESLAT eligibility (RLER, RLAT), Parent program selection (BNDC/ ELPC).

If a parent chooses a program such as TBE or DUAL Language that is not available at time of registration a program waiting list is created and once we have sufficient number of students we will open the program. Parents who have previously chosen TBE / Dual Language will be contacted by Ms. Rebecca Lew (Principal), Elisabete Melo (ENL), and informed regarding the opening of the program to serve our English Language Learners.

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

During the registration process parent meets with Elisabete Melo (ENL teacher) / Rhonda Stigliano(Special Education Assistant Principal)/ or Eleana DeLuna (Bilingual Teacher) to complete the HILS and interview to determine students home language. When it

is determined that a student speaks a language other than English parents are strongly encouraged to watch the video in preferred language that informs them of the programs NYC public schools have available for their child. As the student is taken by the identification process and ELL status is determined parents are guided to complete the Parent Survey and Parent Selection form in parents preferred language. If parents are not able to complete these forms at time of registration, parents will be asked to come in at another time within 10 days of student enrollment. Forms are collected at time of completion during registration / orientation or individual meetings. A copy of Program selection form is made. One copy goes into student cumulative records and the other in ENL teacher New ELL Admits binder that also contains ELL identification process information (HILS/ NYSITELL/ LAB / ELPC screen/ Parent Entitlement letters/ placement letters/ Default program letters). If parents are not able to come in to complete the forms we also try to contact parents by phone and or letters to inform them and give them the opportunity to choose a program for their child. When a Parent does not complete Parent Survey program selection form they are given the Default program selection form.

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

The ENL teacher (Elisabete Melo) sends the ELL entitlement letter to parents in preferred language within 5 days informing them of their child's entitlement to ELL services and the parents right to choose one of the three programs offered in NYC schools. Parents of entitled students also receive invitation letters to attend the parent orientation session (translation in-house available in spanish, Albanian, Portuguese, Arabic and French) in order to present valuable information and inform parents of the three programs available for ELLs. Parents are also notified that they have the right to appeal the ELL status within 45 days of enrollment. If a parent is not able to come in to school, letters (Default program) in preferred language are sent home with student and a phone call is made to inform the parent of student program placement. We suggest that parents should complete Parent Survey and Program Selection forms during registration and orientation sessions. Forms are collected and copies are made one to place in students cumulative records and another in ELL new admits binder kept by the ENL teacher (Elisabete Melo).

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Elisabete Melo (ENL teacher) organizes, maintains and sends letters in preferred language that informs them of child's ELL status and program placement according to parent choice . Within 5 days parents receive program information, entitlement or non-entitlement letters, program placement letters, Default program selection , continuation letters that specifies the program their child will be enrolled in for the 2015-2016 school year.

Entitlement letters for current ELLs and non entitlement letters for students who scored Commanding on the NYSESLAT but are also being informed that students will continue with ENL support for two more years. All of these letters as well as HILS, student interview, program selection and video survey are placed in students cumulative record.. A copy of the letter(s) is filed for school records in the main office, students cumulative records , and ENL teacher (Elisabete Melo) compliance binder. These documents are available for staff that work with ELL students.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is given by Elisabete Melo (ENL teacher), Eleana DeLuna (bilingual teacher), Ms. Johnston (ENL self contained), Ms. Acevedo (ENL teacher), Ms. Rosado(ENL Teacher) and Ms. Lopez(TBE program) within the designated time frame. The ATS reports RLAT and RLER are printed to identify all ELLs eligible for the NYSESLAT exam currently in our school. The same procedures and school environment that are in place for the ELA are also followed during the administration of the NYSESLAT. Some of these procedures include setting aside designated areas for testing and proctors, no school announcements during testing, placing quiet signs around the building, hall monitors to ensure quiet in the building. Students also receive mandated test accommodations as per IEPs.

The speaking modality of the NYSESLAT exam is given to students on a one to one basis with a certified ENL / bilingual teacher. The 3 day session of the NYSESLAT are given to students in group setting and accommodations as per students IEPs . A record is kept of each session the student takes to ensure that each student completes all sessions of the NYSESLAT.

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

During the first week of a new school year Elisabete Melo (ENL teacher) organizes, maintains, keeps a copy and sends all ELL documentation that informs parents of English Language Learners, placement letters, continued entitlement, transitional support are sent home in parents preferred language. We also see many of our parents during morning arrivals / dismissal and are able to give them documents on a one to one basis. As new admits register they will also receive the appropriate letters within 5 school days of determining ELL status.

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).

After analyzing trends from the Parent Survey's and Parent Selection Forms for the past three years the following has been determined. Program choices that parents have requested differ in grades K-2 than in grades 3-5. In grades K-2 the trend is a Transitional Bilingual Education (TBE). In grades 4-5 the trend is Freestanding English as a Second Language (ESL). This is shown in the

chart below, which provides information from past several years.

Year		Total Entitled	Bilingual	ENL
2015-2016	K-2	66	32	34
2014-2015	K-3	106	51	55
2013-2014	K-3	95	56	39
2011-2012	K-3	72	31	41
2010-2011	K-3	96	52	44
2009-2010	K-3	130	72	58
2008-2009	K-3	101	67	34
2007-2008	K-3	78	48	30
2006-2007	K-3	97	55	42
2015-2016	3-5	50	0	50
2014-2015	4-5	38	0	38
2013-2014	4-5	28	0	28
2011-2012	4-5	28	0	28
2010-2011	4-5	49	0	49
2009-2010	4-5	58	29	29
2008-2009	4-5	50	23	27
2007-2008	4-5	28	0	28
2006-2007	4-5	32	0	32

The program models offered at PS 32, Transitional Bilingual Education and English as a New Language, are aligned with parent requests. In grades three to five parents request the ENL program for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

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

Imagine Learning was added to our school during the 2008-2009 school year and continues for the 2015 and 2016 school year. This is a computer-based program used in the ENL program. This program focuses on individual needs as well as vocabulary development and oral language in all content areas. Imagine Learning also helps students develop reading fluency and comprehension.

Self- Contained ENL :

In the third, fourth and fifth grade we have a self - contained ENL classroom that is taught by certified ENL teacher. Instruction is delivered with ENL methodology and strategies aligned with Common Core and New Language Arts

Progressions. The students in these classrooms also engage in Imagine Learning to develop and build skills in the four modalities.

b. TBE program. *If applicable.*

All of our bilingual classes, are taught by certified bilingual teachers. Our bilingual students are grouped by grade level. All teachers participate in a balanced literacy program and thematic units, these focus on oral language development, reading and writing through global themes and word study in NLA and ELA. Students will also engage in a computer based program called i-Ready that targets reading and math. In the reading component the program helps students develop comprehension, letter fluency, and phonics. In math the focus is on number fluency, word problems, and grade specific strands (fractions, geometry, measurement) which are common core aligned skill-based lessons. Small group instruction (SGI) provided by the classroom teacher is strategic and flexible. SGI is driven by ongoing assessment data, targets student's needs, and includes various ENL strategies. Our bilingual classes develop the Spanish language through Native Language Arts instruction. Our mathematics program is Go Math and we use Math Steps as a supplement resource in every classroom. Classrooms contain these resources in both English and Spanish. Units of study in both, English Language Arts and in Math, are supplemented and supported with materials found on EngageNY. All bilingual classes also receive science and social studies instruction in their Native Language (Spanish). Certified bilingual teachers provide Academic Intervention Services (AIS) with supplementary instruction three times per week from September to June to academically at-risk students. This intervention may vary depending on students needs and progress. PS 32 is a School Wide Program school, all students, including our ELLs, benefit from Title 1 services. Saturday Academy, and extended-day, and after-school programs also provide additional support. We also use our Title III funding for extra resources for the ELLs. Students selected for AIS are based on a variety of data sources. Some of the data sources include: student work, standardized exams (NYSITELL, NYSESLAT, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, foundational reading skills in Spanish assessed with Soluciones reading program, and teacher conference notes. Students are matched to programs based on their needs. The language of instruction and resources also vary depending on the students being serviced. The service providers are proficient in both languages.

c. DL program. *If applicable.*

N/A

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

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

English as New Language (ENL/ ELA) Instruction for all ELL's as required under CRPart 154

Entering	Emerging	Transitioning	Expanding	Commanding
360 minutes		180 minutes		90 minutes
per week		per week		per week for two years

In our Transitional Bilingual Program students are provided with Native Language / English instruction as per proficiency levels and CRpart 154 recommendations.

Home Language usage and support models

* Entering / Emergent (Beginner) students will receive 60% to 40% model

* Transitioning (Intermediate) students will receive 50% to 50% model

* Expanding / Commanding (Advanced / proficient) students will receive 75% to 25% model

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

One of the programs used in ENL is the computer based program Imagine Learning. Imagine Learning is built specifically to address Common Core State Standards. Students are introduced to a diverse array of critical content. The program features activities designed to help students broaden their foundational, language and speaking/ listening skills, while interacting with a variety of informational and literary texts. Students are exposed to literature and direct instruction in reading, speaking and listening skills. In this program students are exposed to and acquire new vocabulary that they will encounter in language arts, science, math, and social studies. There are also built in instructional supports and activities to assist students in developing language skills, reading fluency, and writing.

We emphasize language acquisition and will continue to build on programs such as Read 180, Imagine Learning and Readers Theatre. Other supports addressing literacy based skills and strategies are: drama, visual arts, Dreamyard, music, movement, instructional games that enhance phonemic awareness, phonetic instruction, vocabulary building, comprehension strategies and storytelling to help our bilingual students enhance vocabulary and comprehension. Read alouds and Accountable Talk are also used in all content areas to enhance instruction and assist in developing oral language. In addition, read alouds,

shared reading, and guided reading provide a direct channel for synopsis, language, and academic vocabulary. Children's literature, criteria charts/checklists, and graphic organizers are also created for building background and prior knowledge, as well as language and academic vocabulary. There are also supports and additional resource for students. The 6+1 Traits of Writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, Conventions, and Presentation) are used to develop and assess student's writing. Criteria and rubrics developed for each trait supports and assists in tracking student progress and levels. SIOP strategies are also used through out all instruction. Some SIOP Strategies used are: appropriate Language objectives, the use of books on tape to develop oral language, listening center activities, scaffolding which includes verbal paraphrasing, explicit teaching and modeling, predicting, inferring and self-monitoring, cognitive strategies such as rereading, highlighting, note-taking, using graphic organizers and identifying key vocabulary to support students in the areas of reading, writing and speaking.

In our Transitional Bilingual Program instruction is delivered according to CRPart 154 regulations. Students engage in Oral language, reading and writing workshop in NLA and ELA. Students in our bilingual classes engage in Discovery science and Hartcourt for social studies content in native language and English. Go Math is used to help our students build on skills, strenghts and meet needs of individual students in mathematics (Program provides ideas for differentiation for English Language Learners.) There are supplemental resources available in Spanish and English (Reading Program in Spanish: Soluciones) to help students develop comprehension and make content meaningful. Students also have the opportunity to work on the computer based program i-Ready to develop the four modalities in all content areas.

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

We begin to assess students as soon as they enter our school. When a child is entering the NYC school system for the first time the home language survey is completed. If it is determined that the child speaks another language besides English we begin assessment with an Interview and by administering the NYSITELL. If the students home language is Spanish, the student will also be assessed with the Spanish LAB . During the school year student's progress will be monitored using the El Sol, running records, student work, portfolio review, and teacher observation.

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

During the school year, the child is assessed in the four modalities (listening, speaking, reading, and writing) to track and monitor the students progress. Assessments determine programs, interventions, and instruction. The bilingual classes use the El Sol kit, running records (Spanish and/or English), student work, portfolio review, Teachers College Quick Assessment, Interim Assessments, ELL Periodic Assessment teacher's conference notes, teacher observation, practice exams, ELE and NYSESLAT to monitor students progress.

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

Students with Interrupted Formal Education (SIFE)

Currently we have no SIFE Students attending PS 32. When SIFE students are admitted they are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed on an annual basis. AIS services in literacy and Mathematics would be provided. An orientation for the parents would also be provided.

Newcomers (0-3 years/Bilingual):

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

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

Imagine Learning is used in the grades K-3 for Entering, Emerging, transitioning, expanding and commanding ELLs. Imagine Learning is an interactive program used to strengthen literacy skills. Imagine Learning provides students with the skills to build listening and speaking skills, as well as vocabulary development. Imagine Learning also develops student's Native Language skills.

Sounds in Motion is a program also used for new comers that focuses on improving skills in listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing and vocabulary. The purpose of this program is to improve listening skills by introducing the concepts of whole body listening by completing activities that would focus on auditory perception and discrimination of consonants that are often misarticulated. Body movement is now incorporated into this program to assist children in perceiving and producing specific phoneme sounds.

Foundations is a program that is also used to help students develop skills in reading. It is incorporated as a 30 minute daily lesson into the language arts classroom instruction. Foundations lessons focus on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during read alouds, shared and guided experiences, and independent activities.

Benchmark Education (Spring Forward reading in English and Soluciones reading in Spanish) literacy intervention will also be used for selected students to build skills in four modalities.

Long-Term ELLs 4-6 years

Students who are Long Term ELL's receive a variety of services to support their learning. Imagine learning is used to develop fluency and comprehension, review and acquire new vocabulary in all content areas. AIS provides supplementary instruction three times per week during Extended Day or Extended Week Programs and these services are provided by a certified bilingual or ENL teacher. Student selection for these AIS groups is based on a variety of data sources. Some of the data sources include: standardized exams (NYSITELL, LAB R, NYSESLAT, ELL predictives, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, and teacher conference notes. The language of instruction varies according to the group being serviced by providers who are proficient in both languages.

Students with Interrupted Formal Education (SIFE)

Currently there are no SIFE Students attending PS 32. When SIFE students are admitted they are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed on an annual basis. AIS services in literacy and Mathematics would be provided. An orientation for the parents would also be provided.

Students also have the opportunity to engage in an individualistic computer program called Success Maker. Success Maker targets students specific needs to strengthen vocabulary and comprehension skills in all content areas.

Read 180 is used as an intervention for the long term ELLs. Read 180 is a pull-out program which enhances reading, writing and vocabulary instruction to struggling learners using technology. Read 180 has a rich and engaging curriculum and a variety of resources are used in order to differentiate instruction. Read 180 is used to support students whose area of weakness is Reading.

Continental's New York ELLs is a program that is used to assist in incorporating and implementing strategies for ELLs on building English Language proficiency across all modalities: listening, speaking, reading and writing. This is aligned with the common Core Standards. Students engage in activities in which they practice using strategies learned in the four modalities. Students read informational, literary, and functional passages to develop comprehension.

ELL's that score Commanding on the NYSESLAT who receive services for an additional two years:

Continued transitional support for students reaching Commanding on the NYSESLAT is provided by a ENL Teacher during pull-out programs, or in a ENL self contained setting. Read 180 is also used to support Former ELLs. Read 180 is used as a pull- out program which enhances reading, writing, and vocabulary instruction. Read 180 has a rich and engaging curriculum and uses a variety of resources for differentiation of instruction. Students will also continue to receive testing accomodations when taking exams.

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.

A student who has undergone the ELL Identification Process at first time entry may go through the ELL Re-identification Process. In order to ensure the student's academic progress is not adversely affected by the re-identification process the principal will consult with a qualified staff members in the school, parent/ guardian, and the student. Additional support services such as AIS, Imagine Learning, I-Ready , small group instruction are provided to the students.

Our school has establish protocols and assigned qualified and trained staff to manage both the initial and Re-Identification process. The staff members are: Ms. Lew (principal), Rhonda Stigliano (assistant principal), Elisabete Melo (Common Branch /ENL teacher), Eleana DeLuna (Common Branch/ Bilingual teacher), parent and student's teacher (for re-identification process).

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

During the school day students engage in a variety of instructional strategies across content areas, to develop both communicative and academic proficiency in English. Students engage in comprehension skills and strategies such as strategies for beginning language learners (using illustrations to interact with text, frame sentences, summary with illustrations), meta-cognitive strategies (think alouds, QAR- Question Answer Relationships, GIST- Generating Interaction between Schemata and Text, previewing text), cognitive strategies (Close-Reading strategies, coding text, mapping, graphic organizers and signal words, question- research-outline-write), socio-affective strategies (reciprocal teaching, request procedure, peer tutoring, think-pair-share, jigsaw, collaborative reading). Students also create their own word banks to develop social and academic language in all content areas. Each classroom also has a SMART board in which students cognitively engaged in interactive lessons.

Students also use grade level materials such as glossaries, Words their Way, Foundations, Avenues, Continental's New York ELL's for the NYSESLAT ENL/ELA, Read 180, Imagine Learning, Success Maker, Ready CCLS Testing Preparation (ELA and Math), guided reading books (independent instructional levels) in English and Spanish and 6+1 Traits of Writing to help achieve personal and grade level goals.

During the school day students rotate in groups and centers to produce work exemplars and discussions that reflect high levels of student thinking, participation and ownership.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Some of our ELL's receive mandated support services as stated on their IEP's. These mandated services may include class assignments to a monolingual class with ENL services; SETTS (push in/ pull out); Bilingual Speech Services; and/or Bilingual Guidance Services. Our teachers recieve professional development in ENL and Special Education. Teachers are also encouraged to speak to our Response to Intervention Team when they have concerns about students social and academic progress. Our Response to Intervention Team consists of multiple experts and staff members: administrators, related service providers, teachers, guidance, psychologist, parent coordinator, and instructional coaches. Parents are also included in this process. The Response to Intervention Team meets with classroom teachers to discuss students for whom they have academic, social and/or behavioral concerns. Strategies and programs are suggested and recommended. The classroom teacher then meets with the Response to Intervention Team again to re-assess Tier 1 skills and strategies used and services that have been attempted. Tier 2 is provided at this time. If strategies/programs did not work, others are suggested and further strategies/programs are provided. Students are re-assessed at this time and an at-risk service(s) may be provided. More strategies are also provided to the classroom teacher. Suggestions are given to parents in regards to how to work with their child at home. If a need persists, a formal CSE evaluation begins. The School Assessment Team (SAT) members evaluate the child, confer with the parent and may recommend that a student receives one or more of the mandated services on an Individualized Educational Plan (IEP).

Read 180 is also used as an intervention for ELLs with special needs. Read 180 is a pull-out program which enhances reading, writing, and vocabulary instruction for struggling readers. Read 180 has a rich and engaging curriculum and includes a variety of resources for differentiated instruction.

Some of our ELL students receive Academic Intervention Services, which are provided if needed. Teachers and supervisors examine a variety of data (formative and summative) and determine intervention programs and strategies which will support

Chart classroom instruction and academic growth. AIS may be provided during the school day and/or in an extended-day program by a certified Bilingual or ENL teacher. Some Bilingual students also receive Bilingual guidance services on a 1-1 basis or in a group from one of our non mandated guidance counselors.

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

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



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

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

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

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

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

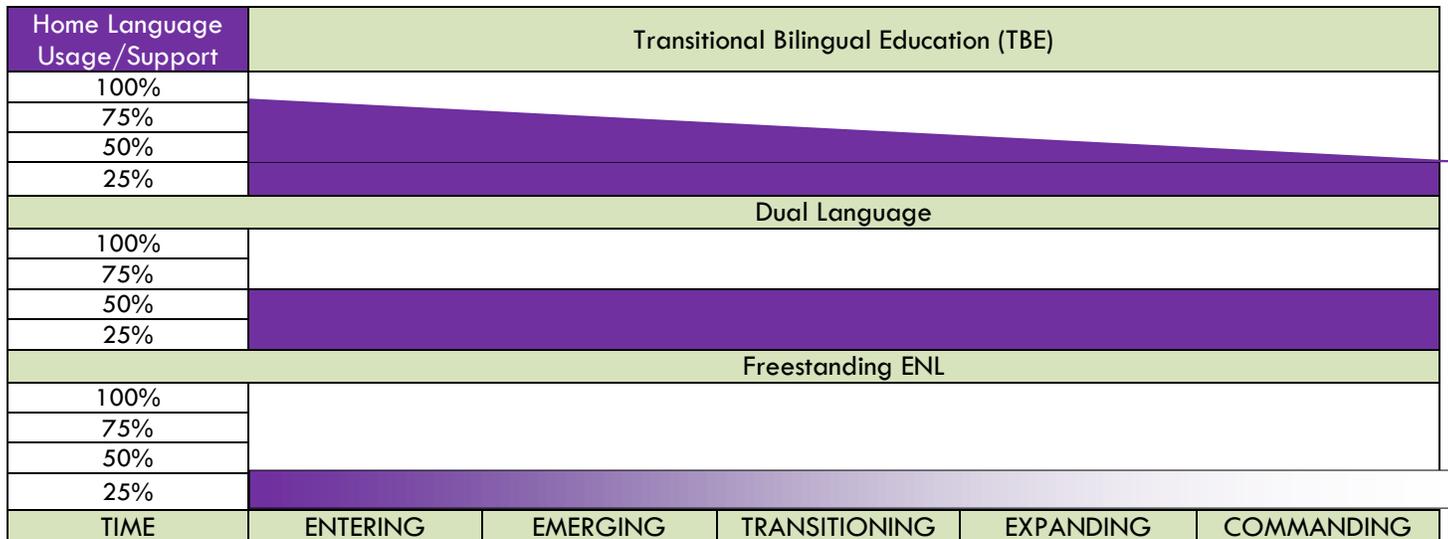


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and after-school program. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned. Student supports and tools are also provided in notebooks, folders, and at times taped to students desks. Bilingual classes receive literacy enhancement by a bilingual certified teacher (Eleana De Luna) who focuses on supporting students' needs and developing their strengths in order to ensure success in literacy units of study. Students will also continue to engage in technology programs such as Read 180, Success Maker and Imagine Learning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In our building all teachers are teachers of English Language Learners and will continue to support students to develop social and academic language and content knowledge by continuing to engage in challenging tasks and programs such as Read 180, and Imagine Learning. Students will continue to receive quality small group instruction, AIS using English Language (Spring Forward) and in Spanish (Soluciones), and other resources named to assist them in becoming fluent speakers, readers, and writers. ELL students will also have the opportunity to engage in an interactive program called Success Maker. The use of the Smart Board will also engage students in interactive learning, hands-on lessons and activities, and visual supports.
- In analyzing data from multiple forms of formative and summative assessments it is evident that our students are making progress both in content and language development. Our students in the TBE / ENL program demonstrate growth in Linguistic Demands, academic language across content areas.

Go Math! (math): Strategies for English Language Learners:

"The frontload strategy has teachers introduce new vocabulary and discuss concepts before teaching them. frontloading prepares students for new concepts and sets the stage to eliminate potential language problems." - Elizabeth Jimenez in Go Math! Teacher Guide.

Benefits for English Language Learners:

- * Provides opportunity to frontload academic vocabulary needed for each lesson.
- * Provides support for the cultural and experiential, and content knowledge needed to access the lessons.
- * Opportunities to present cognates as a powerful tool for ELLs.
- * Vocabulary strategies and graphic organizers.
- * Engage students in lessons using visuals and multiple forms of media used to present concepts.
- * Use of hands-on manipulatives

Discovery Science (science):

English Language Learners are supported by providing opportunities for:

- * Hands-on activities and experiments
- * Interactive glossary for vocabulary development
- * Reading passages
- * Writing prompts and sentence frames
- * Interactive Smart board lessons
- * Videos and songs to teach and review concepts (in English and Spanish)

Social Studies New York City (Harcourt):

- * Mi Mundo Bilingue: shares unit introduction in English and Spanish. Provides language support by focusing on cognates and vocabulary
- * Differentiated text options for language support (development of oral language through mentor texts)
- * Suggested differentiation for each lesson may include: visuals, sentence frames, vocabulary development, partnership and group work to support oral language development, analyzing word parts, and graphic organizers.

Assessments within the school community:

- *NYSITELL Exam Data
- * NYSESLAT Exam Data
- * LAB Exam for spanish speaking students
- * State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT comparison)
- * NYC Interim Assessment Data 3-5, including ELL Interim Assessment
- * AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- * In-House Baseline, Midline, Endline Data K-5 (Reading, Writing, Math, Social Studies, Science)
- * TC Quick Assessment Data K-5
- * CCLS Student Goals Tracking Sheet K-5
- * Unit Assessments (Criteria/Rubrics)
- * Literacy Assessments from Ready CCLS program
- * Literacy Units (Pre, BAT's Benchmark Assessment Tasks, CAT's Culminating Assessment Tasks)
- * Writing (6+1 Traits Continuum)
- * Math (Pre/Post, Progress Checks, Constructed/Extended Response)
- * Social Studies (Pre/Post, Progress Checks)
- * Science (Pre/Post, Progress Checks)

Assessment data is reviewed on an individual teacher basis as well as in teacher teams at weekly / monthly grade meetings. There are also school-wide assessment benchmarks (Baseline- beginning of the year, Midline- December - January, Endline- end of the year).

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

Our school is going to continue to develop units of study, daily lessons, and programs that meet the needs of our students. Our students will engage in an Enrichment Program that allows students to engage in project-based learning while incorporating students interests and strengths.

Selected students in grades K-5 will also engage in a Literacy Intervention for reading in English (Spring Forward) and in Spanish (Soluciones).

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

We do not have any programs that will be discontinued for this school year.

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

Our ELL students are afforded equal access to all school programs. Students are selected for the various programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school such as small group instruction, READ 180 , English Language Spring Forward (literacy AIS intervention),NYSESLAT practice and i-Ready, that will help students overcome obstacles and give them tools and strategies that they will need to become more successful. ELLs are also engaged in enrichment programs during and after-school such as: chorus, guitar, visual arts club, mural making, karate, drumming, swimming, basketball, soccer, math club, chess, technology club, and a grant funded 21st century learning program with a strong visual arts and academic support component.

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.

ELL students also receive additional support by using classroom materials such as mentor texts (English and Spanish), content area textbooks(English and Spanish), picture dictionaries (English and Spanish), thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accessibility, Imagine Learning , READ 180, i-Ready, language/grammar development games, and books on tape in the listening center. Science and social studies student texts and supplemental materials are in Native language (Spanish).

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

Native Language support is delivered according to CR-Part 154 requirements in conjunction with tools and strategies previously mentioned. Students also have access to Literature in their Native Language and glossaries. A bilingual certified teacher (Eleana De Luna) provides literacy enhancement for K-2 Transitional Bilingual classes and 3-5 English as a New Language classes.

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

ELL services and resources correspond to student's current levels, needs, age and grade-level. The RTI team meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed. Our ELLs also receive supplemental resources that are grade and age appropriate to make content more comprehensible and meaningful.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation. In addition, the students are encouraged to attend the Early Kindergarten Program that takes place one week prior to the beginning of the school year. It allows students to attend school a couple of hours a day and meet the teacher and peers in a calm, friendly environment. New admits to other grades have the opportunity to come in with parents to meet the teacher and familiarize themselves with our school. Students are also given classroom buddies to help them adjust and become comfortable in our school. Parents and teachers talk and meet regularly, both formally and informally, depending on students needs. Parents request this time a few days in advance.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional Development for all ELL personnel at our school will meet the New CRPart 154 requirements which states 15% (5.5 hours) of ELL specific professional development for all teachers and 50% (17.5 hrs) ELL specific professional development for bilingual education and ENL teachers.

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

- * Our professional learning teams by grade have weekly team collaborations and monthly calendar days to discuss:
- * Collecting and analyzing student data
- * unpack and revise units of study/ curriculum
- * Share best practices

All teachers are involved in content are workshops which include but not limited to :

- * Leveling text using Fountais and Pinnel
- * guided reading instruction
- * Rotational Reading (independent reading, guided reading groups, reading stations)
- * Using various forms of media during our literacy units
- * Go Math program components and lesson lay out
- * Determining go math assessments
- * Developing academic vocabulary in each content area
- * Discussion protocols to support student engagement
- * Formative assessments: checking for understanding
- * Providing students with effective and meaningful feedback
- * Understanding TOMS
- * Understanding and Using New Language Arts Progressions

During the school year our guidance team also engages and attends several workshops.

- *Some workshops are:
- *Child Abuse Prevention and intervention training
- *Suicide Prevention
- *Assist students Returning from court mandated settings
- *Guidance Expo
- *McKinney-Vento Workshop

Our school secretarie also attends several workshops which include:

- *NYS Teachs at Advocates for children
- *MCKinney - Vento workshop
- *ATS
- *Pupil Transportation
- * Relaxation / Stress management course
- *General Auditor P.D.
 - Andi- Audit Nov. Discharges
 - A Loa- Audit Low Oct. Attendance

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

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for 2015-2016 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards in ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our thematic units in reading and writing
- Looking at student work (writing) in ESL and ELA
- * Using the 6+1 traits of writing in ESI and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research
- * Using SESIS
- * Supporting General Ed. teachers on how to use QTEL strategies in all subject areas
- * Imagine Learning data integration/ planning
- * Lee and Low books Libraries

All records of agenda's, sign-in sheets, reflections, and professional development tracking sheet reflects the above.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All teachers both bilingual and monolingual are offered professional development that is targeted on understanding the Home Language Arts progressions and how they directly link to the New Language Arts Progressions. The Transitional Bilingual Team (TBE) closely reviews literacy units of study to ensure fluidity and that each standard being addressed is taught at a developmentally appropriate level aligned with the aforementioned Standards. Teachers are provided with support on how to create material that will scaffold and assist students at all proficiency levels in their native language and their second language when applicable. As students proficiency develops, the scaffolds available change to ensure academic success while promoting independence and confidence in preparing them for middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ENL strategies is provided for both Bilingual and Monolingual teachers by the Certified ENL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, environments, differentiated instruction, academic rigor and assessments. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development in QTEL and shared information learned with the rest of the team. All records of agenda's, sign-in sheets, reflections, and professional development tracking sheet reflects the above.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

In house translation is available to parents by staff members who speak Spanish, Arabic, and Albanian. For Parents who speak other languages not spoken by staff members we use other resources such as translation and interpretation units in order to inform the parents.

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

Paste response here:

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

In response to question #2 on record keeping, our school does the following to document parent outreach:

- * Call logs (Translated when needed)
- * Progress reports (Translated when needed)
- * Meetings (in-house translation when needed)
- * Monthly calander (translated in spanish/ in other languages when needed)
- * Newsletter (translated in spanish/ in other languages when needed)
- * All notices are translated in spanish / other languages when needed
- * Sign-in sheets for all workshops
- * Emails (translated when needed)
- * School website
- * School messenger (translated)

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

September:

- * ELL parent orientation
- * Back to school night
- * Grade newsletters
- * Parent Association meetings
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

October:

- * Parent Association Meetings (Upcoming events in school and community, looking ahead, Effective Discipline)
- * Library open access for families
- * Community health Fair
- * Student / Family Celebrations
- * Newsletters by grade
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

November:

- *Parent / Teacher Conferences
- * Middle School workshops
- *Parent Association Meetings
- *Thanksgiving festivities with Families
- *Library open access for families
- *Newsletters by grade
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

December:

- * Parent Association Meetings (Absences, Holidays)
- * Holiday celebrations
- * Holiday Show
- * Family fun celebrations
- * Library open access for families
- * newsletter by grade
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

January:

- * Parent Association Meetings (after school programs for English Language Learners)
- *Library open access for families
- *Newsletters by grade
- *Grade celebrations
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

February:

- * Black History Assembly
- * Parent Association Meeting
- * Library open access for families
- * Grade News Letters
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

March:

- *Parent Association Meeting (New dismissal policy, State Exams)
- *Parent /Teacher Conferences
- * Grade News Letters
- * Library open access for families
- *Grade Celebrations
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

April:

- * Family Fun Day
- * Parent Association Meeting (family night, end of the year celebrations,award night)
- * Newsletters by grade
- * Library open access for families
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

May:

- * Family night
- * Meet and Greet with Ms. Lew (new principal)
- * Parent Association Meeting (Helmet Day,student/ faculty game, family night)
- * Arts Alive performance
- * Library open access for families
- * Grade celebrations
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

June:

- * 5th Grade award night
- * Kindergarten Dance Festival
- * 5th Grade graduation
- * Kindergarten graduation
- * Orientation for incoming Kindergarten
- * Parent Association Meeting
- * Grade Celebrations
- * Parent workshops on Tuesday afternoons
- * Parent/ Student homework help

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. Parents are invited to become engaged in our school community. Parents are involved in many of our school activities.

The following are some activities that parents engage in during the school year:

- * School safety meetings
- * School Leadership Team meetings
- * Title 1 committee
- * School Fundraising
- * Monthly Parent Association Meetings
- * Arrival and Dismissal Assistance
- * Parent workshops (ELA, Math, homework help, unpacking CCLS, all about ELLs)
- * Attend city/ District meetings
- * Monthly school celebrations / festivals (Fall Harvest, holiday celebrations)

5. How do you evaluate the needs of the parents? Parents are regularly asked to rate the effectiveness of the workshops that are offered. We also send home interest surveys in which parents are asked to rank their top 3 choices for future workshops. In addition, parents can call and schedule a meeting with their child's teacher during Tuesday parent outreach time. Parents are encouraged to participate in Parent Association meetings that are translated by the parent coordinator. We also offer adult ESL programs every week where parents that want to improve on their own language skills are welcome to participate.
6. How do your parental involvement activities address the needs of the parents? The workshops and open communication that is established with ELL families are targeted to help parents assimilate to the school system so they can best advocate for their children. Through translators and constant outreach, parents feel welcome and comfortable when addressing their needs and the needs of their children. We also offer language support classes for the parents to improve their own language skills for parents at the beginning and intermediate proficiency levels. The parent ENL classes are taught by a licensed ENL teacher in collaboration with our bilingual social worker and parent coordinator. ENL classes target families at the beginner and intermediate levels. The class introduces basic structures of the English language and vocabulary development. Through reading, writing, listening, and speaking, parents learn strategies to develop oral language, pronunciation, and reading skills. They expand oral comprehensibility and write complete sentences and standard paragraphs while acquiring level-appropriate grammar and punctuation skills. The Side by Side text/workbooks compliment the work that students do in their

programs. This text/workbook supplements the program. Parents/families also have opportunities to take field trips in the neighborhood for application in addition to parent ELL workshops/conferences offered throughout the city.

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: P.S. 32 The Belmont School

School DBN: 10

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)
Rebecca Lew	Principal		10/30/15
Rhonda Stigliano	Assistant Principal		10/30/15
Emma Santana	Parent Coordinator		10/30/15
Elisabete Melo / ENL/Bilingual	ENL/Bilingual Teacher		10/30/15
Iris Elmore	Parent		10/30/15
Eleana DeLuna / Bilingual	Teacher/Subject Area		10/30/15
Chestine Rosado/ ENL Teacher	Teacher/Subject Area		10/30/15
Jessica Caba	Coach		10/30/15
Danielle Colangelo	Coach		10/30/15
Martha Estevez	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x** School Name: **P.S.**
Superintendent:

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.

During registration, parents and students are interviewed and guided to complete several forms. Parents are asked to complete the Home Language Survey (part III Parent Information) with the ESL Teacher or Pedagogue and Emergency Blue Card that identifies parents preferred language of communication (written and oral). Resources such as the school brochure, family guides, parent Bill of Rights, school calendar, school vision and mission statements, discipline code, newsletters, school goals, and school surveys are provided in both English and Spanish. When other languages are determined, for example, French, Chinese, Arabic or Albanian there are designated staff members who can translate (oral and written) and also use DOE translation services. The Parent Association, in collaboration with the Parent Coordinator also sends out an interest survey/questionnaire which identifies languages spoken within the community.

In our school we create a document to record and updated parents preferred language. It is organized by grade and class and is available for staff members to view. The data on this document is gathered using parent interview at time of registration, office visits, blue cards, parent surveys, teacher surveys, ats reports (RHLA,RAPL), and conversations with parents.

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.

Based on survey data and family information documents, our findings indicate that the primary languages spoken are English and Spanish. Other languages spoken are: Soninke,

Phillipino, Portuguese, Albanian, Arabic, Chinese, French, Macedonian. Most parents who speak these other languages also speak, read, and write English.

*Parents of 273 children selected that they would like written information and prefer to communicate orally with school staff in Spanish. *Parents of four children selected Arabic.

*A family with two children selected French.

*A family with two children speak Chinese.

*A family of one child speak Soninke.

*A family with one child speaks Phillipino.

*A family with one child speaks Portuguese.

Students home language based on the HILS form is entered into the ATS system at the time of enrollment into a New York City school. The Home Language Report (RHLLA) and RAPL can be accessed in ATS to provide a summary of languages of students and parents.

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.)

Our school provides the following translation services for limited English proficient parents/families whose primary language is Spanish:

All notes, school letters and memos, calendars, newsletters, flyers/posters, announcements, educational supports, and instructional expectations are translated into Spanish daily/weekly. Also provided in both English and Spanish (translation) are school phone messenger, Parent-Teacher Conferences and meetings, workshops, Parent Association meetings, School Leadership Team meetings, school and classroom celebrations. Other languages in need of translation are provided through the use of websites, phone system support, DOE and State Education websites and links. (Other resources also include: translation unit, over the phone translations and interpretation, oral interpretation services, <http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm> and written submission at schools.nyc.gov. are used for translation needs.) When a parent needs interpretation of documents or assistance, other than Spanish, our school provides this within one to two school days. On-going translation of Spanish is provided by the Parent Coordinator, three school social workers, bilingual teachers/paraprofessionals, bilingual school secretary and/or the ESL teacher.

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.

During the school year we have many meetings, conferences, parent/ student/ teacher evenings to engage and collaborate with families.

Some of the events that occur in our building are:

September:

- * ELL Parent Orientation
- * Meet and greet Teacher
- * Back to school night
- * Parent Association Meetings

October:

- * Parent Association Meetings (Upcoming events in school and community, looking ahead, Effective Discipline)
- * Library open access for families
- * Community health Fair
- * Student / Family Celebrations
- * Newsletters by grade
- * Homework help
- * Parent workshops (Literacy, Math , Science, Social Studies , Technology)

November:

- * Parent / Teacher Conferences
- * Middle School workshops
- * Parent Association Meetings
- * Fall Harvest Festival
- * Thanksgiving festivities with Families
- * Library open access for families
- * Newsletters by grade
- * Homework Help
- * Parent workshops (content areas)

December:

- * Parent Association Meetings (Absences, Holidays)
- * Holiday celebrations
- * Holiday Show
- * Family fun celebrations
- * Library open access for families
- * News Letters by grade
- * Homework Help
- * Parent workshops (ELA, Math, Science, Social Studies, Technology)

January:

- * Parent Association Meetings (after school programs for English Language Learners)
- * Library open access for families
- * Newsletters by grade
- * Grade celebrations
- * Homework help
- * Parent workshops (content areas)

February:

- * Black History Assembly
- * Parent Association Meeting
- * Library open access for families
- * Newsletters by grade
- * Homework help
- * Parent workshops (content areas)

March:

- * Parent Association Meeting (New dismissal policy, State Exams)
- * Parent /Teacher Conferences
- * Newsletters by grade
- * Library open access for families
- *Grade Celebrations

April:

- *Family Fun Day
- *Parent Association Meeting (family night, end of the year celebrations,award night)
- *Newsletters by grade
- * Library open access for families
- * Homework Help
- * Parent Workshops (ELA, Math, Science, Social Studies)

May:

- *Family night
- *Meet and Greet with Ms. Lew (new principal)
- *Parent Association Meeting (Helmet Day,student/ faculty game, family night)
- *Arts Alive performance
- * Library open access for families
- * Grade celebrations
- * Newsletters by grade
- * Homework Help
- * Parent workshops (content areas)

June:

- *5th Grade award night
- *kindergarten Dance Festival
- *5th Grade graduation
- *Kindergarten graduation
- *Orientation for incoming Kindergarten
- *Parent Association Meeting
- *Grade Celebrations
- *Homework Help
- * Parent Workshops

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.

Oral interpretation services at our school are provided in-house by a staff member on a daily basis by Parent Coordinator, guidance counselor, social worker, ESL teacher, bilingual teachers who speaks the parents language. On-going translation of Spanish is provided by the Parent Coordinator, three school social workers, bilingual teachers, paraprofessionals, bilingual school secretary and /or the ESL teacher. Languages spoken by our staff consist of English, Spanish, Albanian, Portugese, Arabic, and French. Outside resources are also used, such as the translation and interpretation unit and DOE website and links, when the parents primary language is not spoken by any staff member within our school community provided through the use of websites, phone system support, DOE and State Education websites and links.

When a parent needs interpretaion of documents or assistance with a language other than spanish, our school provides this within one to two days.
(<http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm> and written submission at schools.nyc.gov. are used for translation needs.) teacher..

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.

In our school building we have many staff member's that are bilingual. Most of our interpretation services at our school are provided in-house by a staff member.(Parent Coordinator, guidance counselor, social worker, ESL teacher, bilingual teachers, bilingual secretary) speaks the parents language. Languages spoken by our staff consist of English, Spanish, Albanian, Portugese, Arabic, and French. Outside resources are also used, such as the translation and interpretation unit and DOE website and links, when the parents primary language is not spoken by any staff member within our school community.

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 members are provided with professional development workshops to become knowledgeable regarding resources that are available within our school and outside services to communicate effectively with parents. Teachers are given information regarding who they can contact within the school building and the outside resources (translation and interpretation unit , DOE website and links) that are available.

During the professional development workshops staff members have an opportunity to see the materials in the Language Access kit, become familiar with the palm cards and discuss posters, language identification guides, I speak cards and other materials around the building that can be useful to increase communication with families that speak other languages. Teachers also receive a folder that contains I speak cards and resources they can use to make communication with parents more successful.

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

Our school fulfills Section VII of Chancellor's regulation by providing each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are given to parents in their primary language that we obtain from <http://schools.nycgov/rules-policies/ParentBillofRights/Parent+Bill+of+Rights+and+Responsibilities.htm>.

Notification documents that are given to parents in preferred language can also be found on the intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

At our school's entrance parents find a language interpretation poster that specifies the availability of interpretation services. It also states Parent Coordinators and District Family Advocate's (DFA) contact information. This is also located in the main office.

The Parent Coordinator has a Language Access Kit which includes:

- multi-lingual welcome posters (to remind parents we can assist with interpretation services)
- language identification guides
- over the phone information guides
- guides to support school safety agents
- translation and interpretation services on written and over the phone services available
- parent language identification guide to assist visiting limited English proficient parents
- I speak cards distributed to limited English proficient parents in our school

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)

Our school monitors date and time parents request of documents in a language other than English and Spanish to ensure that it is given to parents within one to two school days. This process is supervised by our Special Education Assistant Principal Rhonda Stigliano to ensure quality and availability of services. Our school provides all notes, school letters and memos, calendars, newsletters, surveys flyers/posters, announcements, educational supports, and instructional expectations, classroom celebrations, Team meetings, parent association meetings, school messenger, school leadership meetings in English and Spanish on a daily/weekly basis.