



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	12X050
School Name:	P.S. 050 CLARA BARTON
Principal:	KIMBERLY NOHAVICKA

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Academic Intervention Services (AIS)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 50X Clara Barton School School Number (DBN): 12X050
Grades Served: 5th Grade
School Address: 1550 Vyse Avenue Bronx, NY 10460
Phone Number: 718-542-2650 Fax: 718-589-7284
School Contact Person: Kim Nohavicka Email Address: knohavi@schools.nyc.gov
Principal: Kim Nohavicka
UFT Chapter Leader: Ersell Ananias
Parents' Association President: Raymond Casul
Erica Van Patten
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alicia Santiago
Student Representative(s): N/A

District Information

District: 12 Superintendent: Rafaela Espinal-Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue Room 409 Bronx, NY 10459
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-3210 Fax: 718-542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462 / One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 / (718) 741-8895 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim Nohavicka	*Principal or Designee	
Ersell Ananias	*UFT Chapter Leader or Designee	
Raymond Casul	*PA/PTA President or Designated Co-President	
Sharonda Trotman	DC 37 Representative (staff), if applicable	
Alicia Santiago	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jasmine Gonzalez	Member/ Parent	
Krystal Torres	Member/ Parent	
Melinda Diaz	Member/ Parent	
Patricia Conley	Member/ Paraprofessional	
Erica Van Patten	Member/ Teacher	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The mission of PS 50, the Clara Barton School is to work together to create an inclusive definition of student achievement through the lens of both academics and social / emotional development. As a school community, we are invested in the notion of nurturing skill development, which will enable students to become more accountable and successfully make effective choices for life.

In 2014-2015, Clara Barton was an elementary school with 107 students across grades four and five. The school population was comprised of 62 Hispanic students, 42 Black students and 3 white students. A more detailed examination of the school population revealed that we had 32 male Hispanics, 30 female Hispanics, 17 male Blacks, 25 female Blacks, 2 male White and 1 female White. According to our Annual Elementary School Quality Guide, 12% are English Language Learners (ELLs) and 37% are Students with Disabilities (SWDs) There were a total of 13 ELLs; 7 ELLs are in the 4th grade and 6 ELLs are in the 5th grade. Of the 4th grade ELLs, 5 of the 7 ELLs had an Individualized Educational Plan (IEP). Three of the five 5th grade ELLs had an IEP. The average attendance rate for the school was 95.63% as of June 5th 2015. In the last QR in 2011-2012, the attendance rate was 90.8%. The attendance rate for 2013-2014 was 92.6%.

In the 2015-2016 school year, Clara Barton has sixty 5th Grade students due to our phase out status . The Principal will be supported by a total of 10 teachers, 8 para-professionals, a parent coordinator, a part time secretary, 3 aides and a full-time counsellor.

Although Clara Barton is a designated phase-out school, all members of staff are 100% committed to ensuring that all students have access to a high quality education program which provides them with a foundation for life and ensures that they are college and career ready.

At Clara Barton School we believe:

- Building the capacity of staff through professional development aligned to the Danielson rubric will impact the alignment of our curriculum to the common core and increase the percent of students scoring at proficiency.
- Through systematic cycles of monitoring and revising, student quantitative and qualitative data will impact continuous student achievement.
- Great Schools support the whole school community in the development of a culture of consciousness around social/emotional wraparound support programs resulting in problem solving strategies for all sectors.

At PS 50, we collaboratively involve all stakeholders in creating a professional learning community where all members have a voice which is critical for our students' academic and social/emotional successes. As such, we involve teachers, paraprofessionals, parents, school aides, consultants and students, in planning instruction and supports, to meet the needs of our community that will impact positively on academic and behavioral performance.

During the 2013-2015 school years, we were awarded a NYS School Improvement Grant (SIG) and will continue to participate in this program until June 2016. The SIG grant requires us to continuously progress monitor implementation through a rigorous reflective and data driven process, ensuring growth, despite being in the phase-out process. While phase-out presents challenges in creating and maintaining momentum, keeping the school alive for its final year is of utmost important to us. We have created several significant partnerships to assist us in continuing to achieving our mission and school beliefs:

- **TurnAround for Children:** Provides professional development to address social/emotional needs, academic supports, and infusing Kagan Cooperative Learning structures to increase student engagement. This was further supported by the book “Defusing Disruptive Behavior in the Classroom” by Geoff Colvin to de-escalate crisis behavior. This was instrumental in drastically reducing our OORS reports from 199 in 2011-2012 (445 students), 20 in 2012-2013 (443 students), 4 (four) in 2013-2014 (187 students) to 2 (two) in 2014-2015 (107 students) school year.
- **Generation Ready:** Provides targeted professional development to build capacity in ELA and math for all staff members. Examples include: Higher Order Thinking and Questioning, Curriculum Development, Danielson Framework, Project Based Learning, Data Analysis and Common Planning.
- **American Reading (100 Book Challenge):** Provides professional development utilizing SchoolPace ELRLA, an online data collection tool, and support with student conferencing, creating individual student power goals and targeted small group instruction.
- **Datacation:** Provides professional development to our in house Technology Coordinator to turnkey Skedula implementation and input of student data to allow for systematic collection of assessments and creation of progress reports.

The school has developed a range of special/unique features which include:

Learning Groups

The introduction of Learning Groups has enabled targeted support to be provided for each 1/3rd of students. The top 1/3rd receive enrichment activities, the middle 1/3rd have access to teaching and learning which specifically meets their needs and the lowest 1/3rd receive extra support through Tier 1 and Tier 2 RTI initiatives.

Departmentalization

The school has also adopted the middle school model by introducing departments which enables teams of specialist teachers to plan, monitor and assess together.

100 Book Challenge

In order to support our student individual needs in reading, we implemented the 100 Book Challenge program which uses national standards for reading proficiency. Teachers assess students’ reading levels, placing students in the identified level of what the reader needs to know and be able to do at each of the five developmental stages of reading acquisition. The 100 Book Challenge program uses a color-coded leveling platform, keyed to Common Core Standards, which students, teachers, and parents can understand and use, to ensure every student is making expected progress towards proficiency.

Literacy Infusion

The infusion of social studies within literacy is providing students with opportunities to develop and enhance their skills across these two key areas of the curriculum with a focused lens on informational text.

Extended Learning Time

The school has developed an extensive range of Extended Learning Time (ELT) activities for all students every Tuesday, Wednesday and Thursday.

This includes:

- Small learning groups, Leadership Program, Kaplan Advantage Test Prep ELA and math;

SucessMaker

- Recreation including Art, Drama and Dance

The school has also provided a **Saturday program** which included SucessMaker. Blended Online Program and enrichment activities (Games / Sports / Science / Library). A **Spring Recess** ELA / Math Program: Kaplan Test Companion and Success Maker and a **March Madness** program, run by the Leadership program helped to promote school and family engagement through family fun workshops such as healthy eating, basketball and Bingo.

In addition, all students have access to the **Children's Aid Society After-School Program** , which operates within the building, five days a week and provides students with homework help, at-risk support in literacy, as well as enrichment Activities (Art / Archery / Cooking / Sports / Music / Dance).

Student Council

The Student Council is coordinated by our SAPIS (Substance Abuse Prevention and Intervention Specialists) counselor. Each class has two representatives that meet at least once month. They actively work to keep high school morale and high expectations for all. The Student Council plans school-wide initiatives, such as "Ugly Sweater Day," School-Spirit Week" and the "Thanksgiving Feast."

Music Program

We have a certified music teacher who provides an extensive musical program for all students. All students are exposed to a variety of percussion instruments, as well as reading and writing music. Through percussion instruction, students learn about a variety of cultures, etiquette, respect, teamwork and confidence. Student groups perform shows for the school community and showcases.

Leadership/Instructional Cabinet

This transformative team, from the very beginning, has been instrumental in creating and fostering a cohesive school that promotes high expectations. A school community, which provides a safe and nurturing learning environment, is reflective and eager to improve student achievement. We pride ourselves on fostering the well-being of the whole child and every school community member.

Physical Fitness

New York City Road Runners and Team for Kids “Mighty Milers” Program Department of Transportation Vision Zero “We’re Walking Here” Program. These programs are promoting the physical well-being of our students. They are coordinated by a paraprofessional who conducted outreach and implemented the programs.

School Wellness Award

The Clara Barton school was a 2015 recipient of the NYC Excellence in School Wellness Award presented by the NYC Department of Health and Mental Hygiene, and partners.

2. Special Populations and their Specific Needs: During the year, we have provided targeted support for all students in the Lowest 1/3rd, including ELLs and SWDs: Each student is assessed and placed into smaller groups that match his / her level. For ELA, daily small group instruction in phonemic awareness and phonics, vocabulary, reading fluency and comprehension is provided to build the foundation necessary for students to become life-long learners. For Math, additional staff is assigned to each class to support struggling students, using Tier 2 and 3 GoMath intervention strategies. For both ELA and Math, Tier 3 small groups receive scaffolded targeted instruction. All at-risk ELLs receive Tier 3 intervention provided by ENL teacher. The RTI team monitored student progress and discussed supports during weekly RTI team meetings.

3. Progress and Key Areas of Focus for this School Year:

Most Growth Last Year

• Element of Framework for Great Schools: Strong Family-Community Ties and Supportive Environment

PS 50x moved from a rating of “Underdeveloped” to “Proficient” in School Culture Quality Review Indicator 3.4

Establishing a Culture for Learning. The Quality Review specifically termed this element as “an area of celebration”.

The Quality Review found that “high expectations grounded in the Danielson Framework for Teaching, are consistently communicated to the staff via professional development and other forms of communication. School leaders and staff communicate expectations connected to college and career readiness skills with families to support and understand the steps towards student progress.” The impact: “Ongoing communication amongst school leaders, faculty and families builds buy-in and accountability leading to increased student achievement, understanding by schools stakeholders and college and career readiness across classrooms.”

• Element of Framework for Great Schools: Rigorous Instruction and Collaborative Teachers

PS 50x moved from a rating of “Developing” to “Proficient” in Instructional Core Quality Review Indicator 2.2 Aligning Assessments to Curricula.

The Quality Review found that “across classrooms, teachers use common assessments and rubrics to track student progress and make instructional revisions. There are systems and practices to check for understanding and making adjustments to curricula at the team and classroom levels.” The impact: “teachers use common assessments, track student progress and consistently check for understanding to make instructional adjustments in order to meet the needs of all students.”

• Element of Framework for Great Schools: Effective School Leadership

School leadership was celebrated in Principal Performance Observation (PPO) feedback in Systems for Improvement based on the Quality Review indicator 1.3 Strategic Organizational Decisions.

The PPO found that “principal uses resources to support the development of teaching and learning. The principal made key budget decisions to support the school’s short and long term instructional goals by purchasing more technology to support instruction, after-school tutoring programs, consultancy days, etc.”

Area of Focus

Element of Framework for Great Schools: Rigorous Instruction 1.1 Curriculum and 1.2 Pedagogy

- Improving student outcomes in ELA and math for all students
- Ensuring that teachers understand the school-wide data and how the overall results are impacted by individual teaching practices
- Improving teaching strategies to ensure that they are aligned to the curricula, and consistently provide multiple entry points to meet the needs of all learners, so that all students produce meaningful work products

Element of Framework for Great Schools: Collaborative Teacher 2.2 Assessment

- Enhancing teachers’ assessment practices to ensure that they reflect the use of ongoing checks for understanding and student self-assessment, so that teachers consistency make effective adjustments to meet student learning needs
- Ensuring greater alignment between the written, planned, implemented and assessed curriculum
- Improving teaching strategies in the Danielson component 3D, focusing on a teacher’s feedback to students, that is clear, targeted, actionable and timely

Element of Framework for Great Schools: Effective School Leadership 4.1

- Improving administrative strategies on teacher feedback to ensure that is clear, targeted, actionable and timely

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Data was gathered from numerous sources: HEDI ratings, 4th grade NYS assessments, Quality Review, Diagnostic Tool for School and District Effectiveness Self-Assessment Document (DTSDE), Teacher Needs Assessments and the Online Occurrence Reporting System (OORS). The data was analyzed by the school community to identify the needs of our current grade 5 students.</p>		
<p><u>Student Data/Performance Trends</u></p>		
<p>New York State (NYS) English Language Arts (ELA) 2014-2015 Findings:</p>		
<p>The average city-wide proficiency level in the 4th grade NYS ELA 2015 was 2.6. Our 4th grade students averaged 2.23 proficiency. In looking at the data, we discovered that our strongest improvement was in Reading for Information.</p>		
<p>The average city-wide proficiency level in the 4th grade New York State (NYS) Mathematics 2015 was 2.79. Our 4th grade students averaged 2.34 proficiency. In looking at the data, we discovered that our strength was in both Numbers and Operations in Base Ten, and in Operations and Algebraic Thinking.</p>		

2015 NYS Test Results for the 53 4th Grader Students

ELA			Math		
Level	Number of Students	Percentage	Level	Number of Students	Percentage
Level 4	1	1.89 %	Level 4	3	5.66 %
Level 3	7	12.21 %	Level 3	7	13.21 %
Level 2	25	47.17 %	Level 2	19	35.85 %
Level 1	21	39.62 %	Level 1	26	49.06 %

ELA Areas of celebration:

- In reading indicator RI.4.5, in the multiple choice questions, students increased from 57% to 69% in craft and structure.
- In reading indicator RI.4.3, in the multiple choice questions, students increased from 22% to 38%.
- In reading Indicator RI.4.8, in the multiple choice questions, students increased from 33% to 58%, in Integration of Knowledge and Ideas..This was a 25% increase, where the city only increased 2%.
- In reading Indicator RL.4.4, in the multiple choice questions, students increased from 36% to 60%, in Craft and Structure. This was a 24% increase and the city had a 15% increase.
- In reading indicator RI.4.3 in constructed response, students increased from 50% to 56%, in Key Ideas and Detail. The city dropped 3%.

ELA Areas of Focus

- In reading indicator RL.4.9, a new constructed response question, 27% of students scored 4/4 possible points, where as, the city-wide average was 34%.
- In reading indicator RI.4.2, in constructed responses, 32%, of students scored a possible 4/4 points, dropping 26%, while the city scored 43%, dropping 22%.

Math Areas of Celebration

- In Math indicator 4.NBT.B.5, in the multiple choice questions, students increased 13% from 51% to 64%, compared with the city's growth of 1%.
- In Math indicator 4.NBT.A.1, in the multiple choice questions, students increased 15% from 30% to 45%, compared with the city's growth of 2%.
- In Math indicator 4.MD.C.6, in the multiple choice questions, students increased 17% from 39% to 56%, compared with the city's growth of 9%.
- In Math indicator 4.G.A.1, in the constructed response questions, students increased 20% from 40% to 60%, compared with the city's growth of 4%.

Math Areas of Focus

- In Math indicator 4.G.A.1, in the multiple choice questions, students decreased 32% from 81% to 49%, compared with the city's loss of 13%.
- In Math indicator 4.MD.C.5d, in the multiple choice questions, students decreased 12% from 72% to 60%, compared with the city's gain of 1%.
- In Math indicator 4.NF.B.4a, in the multiple choice questions, students decreased 54% from 89% to 35%, compared with the city's loss of 30%.

- In Math indicator 4.MD.C.7, in a new constructed response, 13 %students scored 2/2 possible points, 22% below the city-wide average of 35%.

HEDI "Developing" Reflections:

3.2 Team meetings will take place weekly and have been embedded in the teachers programs. The agenda will be inclusive of addressing curriculum maps. Consultants will be available for ongoing support and guidance in the planning and revision of curriculum. Protocols will continue to be developed to ensure teacher planning of rigorous instruction.

3.3 Inquiry teams will meet two times per month to review student work and assessments. During this time, staff will identify patterns and trends to identify how this data will impact instruction. Feedback, based on data collected, will be shared with students and the school community.

3.5 Teachers will continue to use ongoing checks for understanding to assess student learning. Assessment data collected will be used to provide targeted interventions and timely/actionable feedback to students to involve them in the ownership of their learning.

Reflection: 1.1 Curriculum

Strength: The latest QR gave the school a rating of “developing” in indicator 11. Curriculum. This is an improvement compared to the previous QR, in which the rating for this indicator was “underdeveloped”. “Curricula and academic tasks reflect planning to provide students access to curricula and tasks.”

Area of Need: The priority need to be addressed in this indicator will be the diversity of learners and consistency. The QR stated that, “rigorous habits and higher order skills are inconsistently emphasized across classrooms for a diversity of learners.” The PPO also identified that there is a need to ensure greater consistency between the written, planned, implemented and assessed curriculum.

Reflection 1.2 Pedagogy

Strength: The QR found that structures are in place for students to work in groups. Teachers employed Kagan Cooperative Learning strategies to promote student discussion and engagement.

Area for Need: The QR identified the need for more opportunities for students to engage in higher order thinking skills in their work products.

Reflection 2.2 Assessment

Strength: The latest QR gave the school a rating of “proficient” in indicator 2.2 Assessment. This is an improvement since the previous QR in which the rating for this indicator was “developing”. The QR stated that systems and practices were in place to check for understanding and to make adjustments to curricula at the team and classroom level.

Area of Need: The PPO identified that there needs to be a focus on actionable feedback to inform students of the next steps to advance their learning, making their work more rigorous.

Part 2 – Annual Goal

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

By the end of the 2015-2016 school year, the school proficiency in NYS Math Assessment will show an increase of at least 2%, as measured by the April 2016 NYS Math Assessment.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional learning for staff which builds on and continues the focus on rigorous habits and higher order thinking skills. Strategies include professional development through partner organizations such as Generation Ready, through activities such as workshops, classroom modeling, and collaborative co-teaching sessions. Consistent application of rigorous habits and higher order skills for a diversity of learners across the curriculum. Oversight of these activities include, agendas, sign-in sheets, and observations.</p>	<p>Teachers Paraprofessionals</p>	<p>Sept.-2015 - June 2016</p>	<p>Instructional/Leadership Cabinet, Consultants & Administration</p>
<p>Provide professional development to teachers and para-professionals in the area of Assessment for Learning which will include systems and structures for teachers to provide students with more explicit customized feedback, which will help students produce more rigorous and meaningful work products, through multi-step color coded feedback. Oversight of these activities include, workshops, inter-visitations, agendas, cycles of observations, and articles.</p>	<p>Teachers Paraprofessionals</p>	<p>Sept.-2015 - June 2016</p>	<p>Instructional/Leadership Cabinet, Consultants & Administration</p>
<p>Develop and implement systems and strategies for administrators to provide teachers with more rigorous and regular feedback to ensure that is clear, targeted, actionable and timely. Oversight of this activity includes, agendas, observations in</p>	<p>Principal</p>	<p>October 2015- June 2016</p>	<p>Instructional/Leadership Cabinet, Consultants & Administration</p>

collaboration with consultants, and feedback sheets to staff.			
<p>Implement a revised school schedule which enables staff to continue to research best practices and develop a whole school approach to teaching:</p> <ul style="list-style-type: none"> • Teachers and paraprofessionals will continue to meet after school every Monday and Tuesday to participate in Inquiry teams, Professional Development and Parent Engagement. • Collaborative math teacher teams will meet on a weekly basis, e.g. during Friday's extended lunch hour based on new staff approved SBO. <p>Oversight of these activities include, program to allow for collaboration, inter-visitations, agendas, and sign-in sheets.</p>	Teachers Paraprofessionals	August 2015- June 2016	Administration, Instructional/Leadership Cabinet
Develop a menu of workshops addressing rigorous instruction and the CCLS in Math so that families can support their children at home. Send home newsletters, calendars, brochures, pamphlets addressing curriculum, instruction, and various ways for parents to support their children. This information will be located in Parent-School Community binders.	Parent Community	Sept.-2015 - June 2016	Administration, Parents, Parent Coordinator, Cabinet, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Professional development opportunities- During and Afterschool</p> <p>Substitute teaches to cover classroom teachers for professional development</p> <p>Curricula Materials- Benchmark and baseline assessments (Go Math!, Rally, NY Ready)</p> <p>Consultants/Workshop Facilitators: eg. Generation Ready, Bronx Support Center</p> <p>Per session for Teachers</p> <p>Schedule: SBO</p> <p>Go Math!, iReady and Curriculum Associates NY Ready Supplemental Materials</p> <p>Weekly citywide professional development time on Mondays and inquiry time on Tuesdays</p> <p>Weekly meetings for collaborative teacher teams- SBO for Friday extended lunch hour PD</p>

Weekly meetings for Instructional/Leadership Cabinet

Monthly School Leadership Team and PTA Meetings

Substitute teachers and paraprofessionals to cover teachers conducting parent workshops

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

	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Baseline assessments aligned to NYS Math exam will be administered in September 2015, with a mid-point assessment to evaluate and monitor student progress in January 2016.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The data used to address the needs of our school came primarily from the HEDI ratings and OORS.</p> <p>Strength:</p> <p>The latest QR gave a rating of “proficient” for this area. The rating from the previous QR was “underdeveloped”. This is a significant area of growth. At PS 50x, we partnered with TurnAround for Children through our SIG Grant. This provides professional development addressing social and emotional student needs, academic support, and infusing Kagan Cooperative Structures in classroom practice. This was further supported by the book “Defusing Disruptive Behavior in the Classroom” by Geoff Colvin to de-escalate crisis behavior. This was instrumental in drastically reducing our OORS reports from in 199 in 2011-2012 (of the 445 students), 20 in 2012-2013 (of the 443 students), 4 in 2013-2014 (of the 187 students) and 2 in 2014-2015 (of the 107 students) school year. The Principal performance Observation Feedback evidenced that “the principal has created a culture of mutual trust and positive attitudes that supports the personal growth of students and adults. The principal uses positive behavior supports as an approach to culture building discipline and social and emotional support, that result in a safe environment and inclusive culture that is conducive to student and adult learning. Even though the school is phasing out, the school is warm and inviting.” Example of such strategies include :</p> <ul style="list-style-type: none"> ”I am responsible for my behavior. I am responsible for my learning” 		

- “If you have a problem, tell an adult” initiative
- “Character Education” Book of the Month
- Daily Morning Line-up Meetings to set high expectations
- Weekly staff emails and newsletters
- Assemblies to celebrate student academic success and attendance – Shining Stars Assemblies
- Monthly bilingual letter to parents outlining the curriculum for each subject and providing suggestions as to how parents can support their child’s learning at home
- Parent Workshops

Needs:

To maintain and extend the TurnAround program so as to continue to reduce the number of OORS reports and maintain our positive school culture.

Part 2 – Annual Goal

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

By June 2016, there will be at least an 8% increase in survey responses to the Positive Classroom Behavior section within the Framework for Great Schools Report 2015. These survey responses will show an increase from 74% to 82% as measured by the School Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Continue partnership with TurnAround to maintain professional learning activities centered on Kagan Cooperative Learning Structures and “Defusing Disruptive Behavior in the Classroom” text by Geoff Colvin. Oversight of this activity includes, observations, agendas, sign-in sheets, intervisitations, log sheets.</p>	<p>Students All Staff</p>	<p>Sept.-2015 - June 2016</p>	<p>TurnAround Facilitator Administration Instructional Leadership Cabinet</p>
<p>An initiative for 2015-2016 is a series of at least two TurnAround workshops for parents teaching Kagan Cooperative Learning behaviors and learning strategies to defuse disruptive behaviors. Oversight of these activities include, agendas and sign-in sheets.</p>	<p>Parents / Guardians Students</p>	<p>Sept.-2015 - June 2016</p>	<p>TurnAround Facilitator Parent Coordinator PTA and SLT Instructional Leadership Cabinet</p>
<p>We will continue to support school-wide behavior initiatives with students and parents:</p> <p>“I am responsible for my behavior. I am responsible for my learning”.</p> <p>“If you have a problem, tell an adult”.</p> <p>Oversight of these activities include, morning line-up, newsletters, observations, and School Messenger.</p>	<p>Students Parents / Guardians</p>	<p>Sept. 2015 - June 2016</p>	<p>SAPIS Worker Guidance Counselor Student Council PTA and SLT RTI Team Administration</p>
<p>Maintain monthly school-wide celebration and daily incentives:</p> <p>Character Trait of the Month, Student of the Month, Attendance Stars, certificates, awards, incentives, etc.</p>	<p>Students Parents / Guardians All Staff</p>	<p>Sept. 2015 - June 2016</p>	<p>SAPIS Teachers/Paras Student Council Administration PTA and SLT</p>

Develop a menu of workshops addressing the element of a supportive environment with regard to the Framework for Great Schools. Send home newsletters, calendars, brochures, pamphlets addressing classroom behavior, and various ways for parents to support their children in this area. This information will be located in Parent-School Community binders.	Parents	Sept. 2015 - June 2016	Parents, Teachers, SLT, Parent Coordinator, Administrator
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff, Student Council and Parents											
Partnership Consultant: TurnAround											
Kagan Cooperative Learning Structures Program											
“Defusing Disruptive Behavior in the Classroom” by Geoff Colvin - book											
SAPIS worker											
Full Time Guidance Counselor											
Professional development opportunities- During and Afterschool											
Substitute teaches to cover classroom teachers for targeted professional development											
Per session for Teachers											
Weekly citywide professional development time on Mondays											
Weekly meetings for staff- SBO for Friday extended lunch hour PD											
Monthly School Leadership Team and PTA Meetings											
Substitute teachers and paraprofessionals to cover teachers conducting parent workshops											
Schedule for monthly “Shining Stars” Assemblies											
Character Trait Book of the Month											
Awards, Certificates and Incentives											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

A survey with questions aligned to the classroom environment component of the School Environment Survey will be administered to staff in January 2016. The results of this survey will aid us in adjusting our practice towards achieving the desired goal.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The data used to address the needs of our school came primarily from the HEDI ratings, the SQR, the PPO, the School snapshot data and lesson observations by school administrators.</p> <p>Strengths:</p> <p>The quality review found that “Teacher teams are engaged in collaborative work that promote the school goals by analyzing assessment data and student work to improve teacher practice and student achievement. Distributed leadership practices are in place to allow teachers a voice in making key decisions”.</p> <p>The snapshot data indicated that teachers were more positive about the culture and climate for collaboration than the city-wide average for elementary schools.</p> <p>Lesson observations indicate that all teachers are using the revised lesson template which includes explicit references to a learning objective, the instructional shifts, the instructional focus, Kagan cooperative structures, intervention strategies for different groups of students and the use of technology to enhance learning.</p> <p>Needs:</p> <p>The PPO found that “across classrooms, teachers’ assessment practices inconsistently reflect the use on ongoing checks for understanding and student self-assessment so that teachers inconsistently make effective adjustments to meet students’ learning goals.”</p>		

The PPO also questioned if “teachers are using day to day data to drive instruction and does it live in practice?” It also identified that “teachers need to understand the school-wide data and how the overall results are impacted by individual teaching practices. “

Part 2 – Annual Goal

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

During the 2015-16 school year, ongoing professional development will be provided for teachers with a focus on formative assessment tools to monitor and track all students (including Special Needs and English Language Learners) participation, understanding, and content specific skills which will result in a 5% increase in student growth (MOSL) as measured by the 2016 NYS Math exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Continue development of staff-led teacher and paraprofessional collaborative inquiry teams to focus on promoting the school goals by analyzing math assessment data and student work to improve teacher practice and student achievement. Oversight of this activity includes participation with the staff by the administration during meetings, agendas, cycles of observations.</p>	<p>Teachers Paraprofessionals</p>	<p>Sept. 2015 - June 2016</p>	<p>Instructional/Leadership Team Consultants Administration</p>
<p>Professional development and support for teachers and paraprofessionals to further develop the consistency of practice in the use on ongoing checks for understanding, student self-assessment and to ensure that teachers consistently make effective adjustments to meet students’ learning goals in</p>	<p>Teachers Paraprofessionals</p>	<p>Sept. 2015 - June 2016</p>	<p>Consultants Instructional/Leadership Team Administration</p>

Math. Oversight of this activity includes cycles of observations.			
Professional development and support for teachers to ensure understanding of school-wide Math data and how the overall results are impacted by individual teaching practices and that they are using day to day data to drive instruction and making it live in practice. Oversight of this activity includes participation with the staff by the administration during meetings, agendas, cycles of observations.	Teachers	Sept. 2015 - June 2016	Consultants Instructional/Leadership Team Data Specialist Administration
Renewed focus on lesson observations and providing effective feedback to teachers, will lead to timely, actionable feedback to ensure that all teachers are using data, to drive design and implement lessons, that actively engage all students in learning. This will also ensure they are implementing the agreed approaches for checking for understanding and adjusting their instruction to meet the needs of students. Oversight of this activity includes cycles of observations.	Teachers	Sept. 2015 - June 2016	Administration Consultants
Develop parent workshops highlighting the element of collaborative teachers with regard to the Framework for Great Schools to engage parents in a true partnership. Send home newsletters, calendars, brochures, pamphlets. This parent community/teacher information will be located in Parent-School Community binders. Oversight of this activity includes review of the Parent-School Community binders, and the School Environment Survey.	Parents	Sept. 2015 - June 2016	SLT, Teachers, Administration, Parent Coordinator

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.

All Staff

Consultants: Generation Ready

Professional development opportunities- During and Afterschool

Substitute teachers to cover classroom teachers for professional development

Per session for Teachers

Weekly citywide inquiry time on Tuesdays

Weekly meetings for collaborative inquiry teacher teams

Weekly meetings for Instructional/Leadership Cabinet

Skedula Data Tracking System

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

	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Baseline assessments aligned to NYS Math exam will be administered in September 2015, with a mid-point assessment to evaluate and monitor student progress in January 2016. Through collaborative teacher teams, data will be aggregated for each subgroup providing information for next teaching steps.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The data used to address the needs of our school came primarily from the SQR, self- evaluation and the PPO.</p> <p>Strengths:</p> <p>The SQR findings included the statement that “High expectations grounded in Danielson Framework for Teaching, are consistently communicated to staff via professional development and other forms of communication. School leaders and staff communicate expectations connected to college and career readiness skills with families to support their understanding of the steps towards student progress.”</p> <p>“ Written feedback to teachers includes specific observations, comments and next steps for teacher improvement which highlight the expectations of the Danielson Framework and the school’s instructional focus as well as trends in teacher practice.”</p> <p>The PPO identified the following areas of celebration:</p> <p>“It was evident that the principal has created a culture of mutual trust and positive attitudes that supports the personal growth of students and adults. The principal uses positive behavior supports as an approach to culture-building, discipline, and social-emotional support that result in a safe environment and inclusive culture that is conducive to student and adult learning. Despite the fact that the school is phasing out, the school is warm and inviting.</p>		

Principal Nohavicka strategically uses recourses to support the development of teaching and learning. She made key budget decisions to support the schools’ short and long term instructional goals by purchasing more technology to support instruction, after- school tutoring programs, consultancy days, etc.”

The school has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices.

Needs:

As identified in the PPO, the process of providing teacher feedback needs to be further refined to ensure that all teachers consistently receive feedback which provides clear and actionable next steps in their Advance reports, to further improve teaching practices

Part 2 – Annual Goal

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

By June 2016, by focusing on areas of need per the Advance Framework, all staff will be provided with immediate, targeted, actionable feedback. Staff will maintain or increase at least one level in the HEDI rubrics. This will result in an increase of students scoring at or above proficiency levels by 3% as measured by the 2016 NYS ELA and Math exams.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Through on-going weekly professional development and other forms of communication, the principal will continue to ensure that high expectations, grounded in the Danielson Framework for Teaching, are consistently communicated to staff.</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration Consultants Instructional/Leadership Cabinet</p>
<p>Feedback that is targeted, timely and actionable will be provided to all teachers to ensure that all are</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Administration Consultants</p>

adjusting their instruction to meet the needs of all students.			
Cycles of observation will take place with administration, aligned to the Danielson Framework, feedback will be targeted, timely and actionable. Feedback will be placed in feedback notebook located in each classroom.	Teachers	Sept. 2015- June 2016	Administration
Consultants will support teachers in the classroom. They will assist teachers with flexible grouping of students based on specific targeted learning needs.	Teachers	Sept. 2015- June 2016	Consultants Administration
Develop parent workshops highlighting effective teaching practices, using the Danielson Framework, engaging parents in a true partnership.	Parents	Sept. 2015- June 2016	Administration School Leadership Team Parent Coordinator

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											
Consultants: Generation Ready											
Professional development opportunities- During and Afterschool											
Substitute teachers to cover classroom teachers for professional development											
Per session for Teachers											
Frequent cycles of an observation schedule developed by administration											
Weekly meetings for Instructional/Leadership Cabinet											
Weekly meetings for staff during citywide Monday and Friday professional development time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teachers will have had at least two informal observations as evidenced in Advance. The feedback provided will be immediate, targeted and actionable based on the Danielson Framework. The mid-point is January/February 2016 for 50% completion.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The data used to address the needs of our school came primarily from the SQR , the PPO and the School Quality Snapshot data:</p> <p>The School Quality Snapshot data indicated that parents were more positive about the culture, climate and safety and education provided for their children than the city-wide average for elementary schools.</p> <p>The SQR findings included that “ School leaders and staff communicate expectations connected to college and careers readiness skills with families to support and understand the steps towards student progress.”</p> <p>“Ongoing communication amongst school leaders, faculty and families builds buy-in and accountability leading to increased student achievement, understanding by school stakeholders and college and career readiness across classrooms.”</p> <p>Parents’ suggestions are taken into consideration. One parent said, “It was our idea to have a math workshop and they helped us to understand the math teaching.” Subsequently, parents were invited to “drop in” to math classes and experience math instruction.</p> <p>The appointment of a Parent Coordinator has had a significant impact on parent and family engagement. The school now has a functioning PTA, School Leadership Team and many parents are actively involved in a range of activities, including Open School Nights and student activities, such as the holiday musical productions and field trips.</p>		

Monthly assemblies have been held, enabling and encouraging parents with opportunities to have a dialogue with the principal, as well as fostering school / community relations.

Monthly celebrations highlight student attendance and character traits. The Leadership Program, provided 5 parent workshops and 4 family nights throughout the year. Although the parents who attend the workshops find them beneficial, attendance was disappointingly low in the beginning, but progressively increased over time.

All these activities have helped to create partnerships with the school, helped empower families with the necessary tools to contribute to the education and further provide enrichment in the lives of the children.

Part 2 – Annual Goal

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

By June 2016, 100% of parents will have received, every two months, communication on student ELA and Math performance. There will be opportunities throughout the year for parents to attend workshops and meet with their child’s teacher. The target is to increase overall parent notification regarding student progress from 85% to 90% as indicated on the School Environment Survey.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Monthly parent calendar of events and curriculum calendars will continue to be created and distributed.	Parents Students	Sept. 15 - June 2016	Parent Coordinator PTA/SLT Administration

Monthly assemblies will continue to allow parents to have the opportunity to dialogue with the principal, as well as foster school / community relations.			
We will continue the monthly celebrations to highlight student attendance, character education traits and social / emotional character building.	Parents Students	Sept. 2015 -June 2016	Guidance Counselor Social Worker SAPIS Instructional/Leadership Cabinet
Continue to hold monthly PTA and School Leadership Team meetings. Data will be incorporated into discussions. Student Progress Reports will be distributed every 2 months and Report Cards will also be distributed for all 3 marking periods.	Students Parents	Sept. 2015 -June 2016	Instructional/Leadership Cabinet Teachers Admiration PTA/SLT Parent Coordinator Data Specialist
We will continue to hold parent workshops based on parent input during monthly meetings. Student and parent interest surveys will continue to be distributed and collected to assist us in planning parent / student and outreach programs.	Parents Students	Sept. 2015 -June 2016	Parent Coordinator Administration PTA/SLT Teachers
Teachers will send home Progress Reports for students and will distribute Report Cards to parents.	Parents Students	Sept. 2015 - June 2016	PTA/SLT Administration Teachers Data Specialist

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.
Parent Coordinator
Data Specialist
School Messenger
Skedula Data Collection Program
Per Session for teachers and paraprofessionals to hold parent workshops/events

Weekly citywide mandated parent engagement time on Tuesdays

Weekly meetings for Special Education staff

Substitute teachers and paraprofessionals to cover teachers conducting parent workshops/events or attending PD

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

	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, 100% of parents will have received 2 progress reports and 1 report card and invitations to attend at least 5 workshops and weekly opportunities to meet with their child’s teacher with an increase in attendance by 10%.

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

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
100% of students will have the opportunity to participate in the ELT program. At least 50% of all students will attend either the school ELT program or the building-based Children’s Aid Society After-School program.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
We will continue to actively communicate both the ELT and After-School programs and the benefits of student participation through a range a communication tools including: Notices, Parent Notification, School Messenger, PTA , SLT and morning meetings.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
<u>Extended Learning Time</u> The school will continue to provide an extensive range of Extended Learning Time activities for all students, Tuesday, Wednesday and Thursday, Fall to Spring. This includes: <ul style="list-style-type: none"> • Small learning groups, Test Prep in ELA and math; iReady ELA/Math online blending learning programs • Recreation including Art, Drama and physical fitness.

In addition, all students will have access to the Children’s Aid Society (CAS) After-School Program, which operates within the building five days a week and provides students with Homework help, At-Risk Literacy /Math support and Enrichment Activities (Art, Archery, Cooking, Sports, Music, Dance).

Parents will be invited to sessions hosted by the school as well as CAS.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The ELT programs will be provided by school-based staff. This includes: a guidance counselor, SAPIS worker, NYS licensed teachers, paraprofessionals, and aides. The programs administered will have a supervisor overseeing the delivery of the services rendered.

The After-school program will be provided by the Children’s Aid Society. They have a NYS certified teacher overseeing their academic programs in ELA and math.

We envisage that the above programs will continue to have a significant impact on student attendance, students’ social/emotional and academic achievement through the provision of multiple services. Baseline ELT assessments and on-going tracking of student achievement takes place 2 times per year: September/October, and January/February.

Part 4b. Timeline for implementation and completion, including start and end dates.

CAS after-school program begins in September 2015 and culminates in June 2016.

The PS 50x After-School program begins in November 2015 and culminates in April 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

iReady Blended Online ELA/Math Program

Ready ELA/Math test preparation materials

Per Session for Supervisor, Teachers, Paraprofessional and School Aides

Partnership with Children’s Aid Society

Computer Labs/Laptops

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will monitor student participation and attendance rates and will cross-reference for all participating students, the academic achievement on the 6-8 weekly interim assessments and the social achievement, through the reduced level of infractions and level of daily attendance. Baseline assessments and on-going mid-point checkpoints will be conducted to track student progress 2 times per year: September/October, and January/February.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Test results from 2014-2015 NYS Exam-Lowest Third, RTI/SIT Referrals	Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, iReady, Brainpop, Success Maker, Raz-Kids, USA News, World Book	Small Groups One to One	During the school day and afterschool
Mathematics	Test results from 2014-2015 NYS Exam-Lowest Third, RTI/SIT Referrals	Sprints, Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, iReady, Brainpop, Success Maker, Raz-Kids, USA News, World Book	Small Groups One to One	During the school day and afterschool
Science	Test results from 2014-2015 NYS Exam-Lowest Third, RTI/SIT Referrals	Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, iReady, Brainpop, Success Maker, Raz-Kids, USA News, World Book	Small Groups One to One	During the school day and afterschool
Social Studies	Test results from 2014-2015 NYS Exam-Lowest Third, RTI/SIT Referrals	Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, iReady, Brainpop, Success Maker, Raz-Kids, USA News, World Book	Small Groups One to One	During the school day and afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Observations, and/or requests, Student Assessments, RTI/SIT Referrals, Parent Requests	Guidance Counselor and SAPIS Worker	Small Groups One to One	During the school day and afterschool

Section 8: 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.
100% of the teachers at PS 50x are Highly Qualified. The Bronx Borough Support Center are helpful in attracting and hiring Highly Qualified Staff. Our school is departmentalized. Teachers have been assigned to teach subject areas based on prior experience and teacher preferences.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. In-house staff will provide professional development sessions. is One example : Technology – Use of Diagnostic Reports Using iReady and eIRLA. 2. Consultants will provide professional development and classroom visits to support teachers in ELA and Math during and after school. One example: Friday's extended lunch hour based on new staff approved SBO. 3. Teachers will be provided differentiated professional development tailored to their needs based on Danielson Framework. For example: multiple entry points, differentiation, feedback and next steps for students. 4. Teacher Teams will meet to reflect on units of study to determine next teaching and learning steps.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A. Grade 5 Only due to phase out status.

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.

The Measures of Student Learning Team (MOSL) / Instructional Leadership Cabinet was established June 2013. The team is comprised of administration, teachers and the UFT Chapter Leader. The team determined that for the 2015-2016 school year we would continue to use the NY State ELA and Math assessments to measure student growth based on learning targets identified in our NY State SIG Grant.

We will conduct Professional Development on the use of periodic assessments aligned to the NY State exams to identify and target skills to improve student learning outcomes. Monthly inquiry teams will continue to conduct item skills analysis on NY State test data, periodic assessments and ongoing unit assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	126,625.00	x	Section 5: 5A Part 3, 5B Part 3, 5C Part 3, 5D Part 3, 5E Part 3 Section 6: Part 3
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$25,202.	x	Section 5:

				5A Part 3, 5C Part 3, 5D Part 3, 5E Part 3 Section 6: Part 3 Section 8: Part 2B
Title II, Part A	Federal	160,588.00	x	Section 5: 5A Part 3, 5B Part 3, 5C Part 3
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	523,909.00	x	Section 5: 5A Part 3, 5B Part 3, 5C Part 3, 5D Part 3 5E Part 3

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

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

Important Note: The following funds may not be consolidated:

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

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

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

The Clara Barton School – Public School 50x

1550 Vyse Avenue, Bronx, NY 10460 Phone (718) 542-2650 Fax (718) 589-7284

Kim Nohavicka , Principal

Parent Involvement Policy (PIP)

2015-2016

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. The Clara Barton School, PS 50x, 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. The Clara Barton School, PS 50x, 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-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, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-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)

The Clara Barton School, PS 50x, 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 and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's 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>Clara Barton PS 50</u>	DBN: <u>12bx50</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</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: _____ Total ELL's serviced: 36

An after school Beginner ELL extended day intervention program for twelve K-1 grade students who are performing below grade level and scored beginner on the LAB-R or the NYSESLAT. The objective of this program will be to move the ELLs one level on the NYSESLAT. Parents will be invited to support instruction for their child in this program and to acquire basic English skills through an adult ESL class on alternative days (see parental engagement). The program will meet two days a week (Tuesday and Thursdays from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher. An online reading program with leveled reading books (Readinga-z) and Empire NYSESLAT prep books will provide the material for this instruction.

-
An after school mid and upper grade ELL extended day intervention program for twelve 2/3 grade students and twelve 4/5th grade students who scored advanced and intermediate on the NYSESLAT. The objective for this program will be to move the ELL's one level on the NYSESLAT. This program will meet two days a week (Tuesday and Thursday from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher and a common branch teacher. For the 4/5 program, the ESL teacher will rotate instruction with the common branch teacher. An online computer reading program that provides individual student tracking of reading subskills (razkids) and Empire NYSESLAT prep books will provide the material for this instruction.

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: _____ Six ESL and bilingual certified teachers will meet 3 times after school for 1 hour during the school year to work with the BESIS specialist, Sara Martinez, in order to gather data and implement an action plan for ELL students based on the AMAO estimator tool. Topics will also include differentiation and alignment to Common Core Curriculum for ELL students. The dates will be the last Wednesday in January, February and March.

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: ELL parents have expressed interest in an adult ESL program, so an after school adult ESL program on Thursdays from 3-4pm for 10 parents will run for a total of 16 weeks. In past programs, retention was a factor so the program will run in increments of 4 weeks. The first 4 weeks will be an beginner program and weeks 4-8, 9-12, 13-16 will be a beginner/intermediate program requiring parents to re-enroll and the waiting list to be honored. This will allow a chance for all interested parents to participate. The program will run during one of the same days as the k-1 after school program so that the parents have the opportunity to learn English with the children for a portion of the class. The class will cover a different theme each week (family, home, shopping, etc.) and allow for a computer component. The class will be taught by Erica Van Patten, an adult and K-12 certified ESL teacher. Letters will be sent home informing parents of the program. Materials are already available for the adults, but an online leveled reading program (Readinga-z) will provide materials for parents to bring home and support home literacy in both English and Spanish.

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. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
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 12	Borough Bronx	School Number 50
School Name PS 50 Clara Barton		

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 Kim Nohavicka	Assistant Principal
Coach Margaret Irving	Coach Maria Hudson
ENL (English as a New Language)/Bilingual Teacher Erica Van Patten	School Counselor Lily Pooran
Teacher/Subject Area Tangela Gibson	Parent Raymond Casul
Teacher/Subject Area Victoria Minh	Parent Coordinator Gladys Garcia
Related-Service Provider	Borough Field Support Center Staff Member Kristy De La Cruz
Superintendent Rafaela Espinola	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	60	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
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	9	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2		1	1		5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						8								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5	4	1	2		1				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	1		2			1	2		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We are a phase out school and only service 5th grade. However, early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal assessments will include Fountas and Pinnell, Readwell, 100 Book Challenge and Iready. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. We will also use DRA Running records for at risk students. The assessment results are analyzed to create after school and extended day groupings for ELLs and to differentiate instruction according to students' needs during the school day.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Historically, our analysis of the NYSESLAT and NYSITELL revealed that the majority of our ELLs score at the beginner and intermediate level. For the 2015 NYSESLAT and NYSITELL, 3 ELLs scored at the expanding level, 3 ELLs scored at the emerging level and 3 ELLs scored at the Entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 50 met both AMAO I and II For the 2014-2015 school year. The data reveals which students are at risk and are not making progress. The students that are considered at risk are then instructed in a Tier III small group setting by a certified ESL teacher.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our current 5th grade ELLs performance levels are evenly distributed (3 entering, 3 emerging, 3 expanding). No student scored at the Commanding or Transistioning levels. For the Expanding ELLs, their ELA scores ranged between 2.03-2.21. For the 2 Emerging ELLs that took the ELA, their scores were both 1.73. For the Entering ELLs, their scores ranged between 1.48-1.66. For the

students that took the Spanish Lab, there was not a direct correlation to English tests. One of the students who scored 2.03 on the ELA, scored 81% on the Spanish Lab, but another student who scored a 2.03 on the ELA scored 13% on the Spanish Lab. 3 ELLs scored above 50% on the Spanish Lab and 4 ELLs scored below 28% on the Spanish Lab. The school does not currently use the ELL Periodic Assessment. ELLs are monitored through Schoolnet Periodic Assessments, Ready and teacher created assessments. Based on these assessments, it has been found that our ELLs perform better in Math than ELA but struggle with multi-step problems. In ELA, our ELLs underperform in listening comprehension and writing. Based on these results discovered during monthly inquiry meetings, students receive targeted instruction to focus on each area. Spanish versions of all exams (except ELA) are used for native speakers of Spanish. Home language support is provided through bilingual staff, materials and online programs.

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*.] All ELLs receive strong Tier I instruction using ReadyGen and GOMath resources. Lessons are differentiated within all classes and data is collected from classroom, local and state assessments. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. All at risk ELLs identified by the AMAO receive small group Tier III Readwell instruction and/or Recipe for Reading 5x/week.
6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure that a student's language development is considered in instructional decisions, all lesson plans include activities and differentiation for ELLs and SWDs. The ESL teacher also works closely with the classroom teacher to ensure that accommodations are made for ELLs in all classes. Students' backgrounds, native languages and history are discussed during weekly RTI and ESL meetings in order to create instruction that fits the needs of our ELLs. In addition, teacher teams meet weekly to collaboratively grade and discuss the results of assessments for subgroups. Observations/findings are noted and used to create goals and inform future lessons.
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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
All ELLs are tracked using ongoing progress monitoring including F&Ps, Iready, informal NYSESLAT practice, NYSESLAT, periodic assessments and Readwell. Results of these assessments are analyzed at RTI team meetings. Program adjustments, services and strategies are discussed and implemented.

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.
P.S 50 implements the following steps for the initial identification of potential ELLs. First, our Parent Coordinator, Ms. Gladys Garcia, gives parents all the forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the language they can understand. Ms. Garcia contacts our ELL Coordinator, Ms. Erica Van Patten (teacher), who supports the parent as they fill out the HLIS, conducts an informal interview in English and the Native Language with the parent and fills out the school box sections. If the parent speaks a language other than English or Spanish, she contacts the translation unit by phone to assist in the process, conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent seeks information such as student's previous schooling, special needs and parent's preferred language for communication. Next, Ms. Van Patten conducts an informal interview in English and in the native language with the child to determine the dominant language. Then, Ms. Van Patten completes the school's portion of the HLIS, including OTELE Code and eligibility for NYSITELL testing. After determining the Home Language code and the parent's preferred language for communication, the Parent Coordinator is notified so that the information is entered on ATS. For students who are NYSITELL eligible, a letter is sent to parents letting them know that the child will be tested. Then, Ms. Van Patten administers the NYSITELL within 10 days of enrollment. If the child is an ELL based on NYSITELL results and his/her Home Language is Spanish, then Ms. Van Patten also administers the Spanish LAB within 10 days of enrollment. Child is placed in the proper program within 10 days of enrollment. If a child is considered below grade level on the Spanish LAB, the SIFE questionnaire is conducted and the LENS is administered by the ESL teacher.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The Spanish Lab, oral interview questionnaire, LENS and informal assessments are used to identify SIFEs within 30 days of school enrollment. A student who scores below average on the Spanish Lab and reads/writes below grade level in their native language as evidenced by their classroom work is given the SIFE questionnaire. Results are reviewed by the ESL teacher and the LENS is administered if it is determined that the student has interrupted schooling and is 2 or more levels below grade level in their native language. If the student is determined to be SIFE, the ELL Coordinator indicates the status in the BNDC screen of ATS. As per 154, the Language Proficiency Team makes a final determination of SIFE status within 1 year. SIFE status is removed once the ELL scores at intermediate/transitional level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT team includes the student's parent, the ESL teacher, Ms. Van Patten, the school principal, Ms. Nohavicka and the Special Education teacher, Ms. Gibson as well as a translator. After reviewing the student's IEP, language history, formal and informal assessments as well as whether the disability is the determinant factor affecting the student's English proficiency, the LPT team determines if the student takes the NYSITELL within 20 days of enrollment, including placement in an ELL program, if applicable. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT team determines that the student does not have English Language Acquisition needs, the recommendation is sent to the principal for review. If the principal accepts the recommendation, it is sent to the Superintendent for the final decision. If the Superintendent determines that the student must take the NYSITELL, the school has 5 additional days to administer the NYSITELL and notify the parent and/or guardian. The NYSITELL determination form must be completed and placed in the student's cumulative folder.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ELL Coordinator plans the ELL Parents Orientation meeting, prepares the agenda, and mails ELL parents the entitlement letter in their preferred language within 5 days after the NYSITELL score is determined which includes the dates, times, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. All orientations are presented in both the native language and English if needed.

Entitlement letters with Parent Survey and Program Selection Form attached in the preferred language are sent home with the student by the ELL Coordinator. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the Parent Coordinator and/or ELL Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The Parent Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected, they are placed in a binder maintained by the ELL Coordinator.

For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator. For students who score proficient on the NYSITELL and are not considered eligible for ESL services, we send a non-entitlement letter home.

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).
Parents are informed of their right to appeal ELL status in the entitlement and non-entitlement letters and at parent orientations that are presented in the preferred language of the participants by the ELL Coordinator. All agendas and correspondence is placed in a binder maintained by the ELL Coordinator.
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.
Parent Orientation meetings are held within 10 days of student enrollment. At the Parent orientation meetings, the ELL Coordinator, Ms. Van Patten, explains to parents of ELLs the different ELL programs available in both Spanish and English (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the language they can understand. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents can understand that explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection, the student's ELL program defaults to Free Standing ENL since Bilingual Education is not offered at this school because PS 50 does not currently have the minimum required number of students to form a TBE class. As

such, the default program at PS 50 is currently ENL. If a parent would like Bilingual Education, a list of district schools with availability is offered.

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.
If parents have not returned the survey and form within 5 days, outreach is made via phone while the child is placed in ENL. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS and monitored. Attendance records are maintained.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
For forms that have not been completed and for non-attendees, the ENL Coordinator makes follow-up phone calls in the preferred language to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The ENL Coordinator provides assistance in completing the forms in the preferred language, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters and outreach attempts. After Parent Surveys and Program Selection Forms are collected, they are placed in a binder maintained by the ENL Coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
After parents have completed Program Selection Form, placement letters are sent home with the child within 5 days informing the parents of the their child's placement by the ENL Coordinator who maintains all records in a binder stored in an accessible location. If after numerous outreach attempts in preferred language and 18 days after initial enrollement, the parent has not returned the survey, then the parent choice is recorded as "parent did not return survey" in the ELPC screen and a placement letter in the preferred language is sent home with the child informing the parent of their student's placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
An ESL compliance binder is maintained by the ENL Coordinator, Ms. Van Patten, in an accessible location which includes the the HLIS, Continued/Entitlement, non-Entitlement letters, LPT NYSITELL Determination form, Parent Survey and the Program Selection form. Copies of all ELL documentation are also kept in the student's cumulative record that is accessible by the child's teachers and are forwarded if a student transfers to another school.
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.
Every year in the Spring, as mandated by New York State, our school administers the New York State English as a Second Language Achivement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still eligible to receive services. The school forms an ELL team which includes ENL teacher/coordinator, classroom teachers and school administrator to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until All ELL information appears correctly. She also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. A testing schedule is then created by the ENL/Testing Coordinator which ensures that the 5th grade grade band is tested for Session 1, 2 and 3 (which include listening, reading and writing modules) in sequential days. During the administration period, the Speaking Module is administered by a designated teacher who is not the child's classroom or ESL teacher. A memo is sent to the parents and the staff informing them of the exam schedule. Students with Disabilities are given a separate location and the accomodation required by their IEP if applicable. Students who are absent during any portion of the testing are given make-up dates. Parent notification of the testing dates is sent out to parents. NYSESLAT scores from the previous school year are used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
As soon as NYSESLAT scores are released, the ENL team determines program placement and sends home continued entitlement letters and if a child has tested out, a transistional support letter home with the child. A copy of the letter is kept in the student's cumulative record. All letters are maintained by the ENL Coordinator and all continued entitlement and transistional support letters are sent home with the child before September 15th in the parent's preferred language.
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).
For 2013-2014, we had 2 newcomers eligible for ESL. One chose TBE and one chose Dual Language. For 2014-2015, we had 4 newcomers, of those, 2 chose TBE, 1 chose Dual Language and 1 chose ESL. Because we are a phase out school with a small ESL population, there are not enough new enrollments to determine trends at this time.

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.
Currently, P.S. 50 has a Freestanding English as a New Language Program for 5th grade and 2 dual certified ENL teachers. The freestanding ENL program consists of a middle school block model where the class travels together as a group. The dual certified Common Branch/ENL teacher ensures ELA instruction for mainstream transitioning/Expanding/Commanding ENL students. The other dual certified ENL teacher pulls-out all Entering/Emerging and IEP students for standalone ENL instruction and pushes in for content area instruction for all ELLs.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
For Entering ELLs, students are pulled out for small group instruction for 360 minutes/week by a dual certified ENL teacher. Emerging ELLs receive 180 minutes of standalone ENL/week and 180 minutes of integrated ENL/ELA by their dual certified classroom teacher. Transitioning and Expanding ELLs receive a total of 180 minutes ENL/ELA or other content area a week by a dual certified ENL teacher. Commanding ELLs receive 90 minutes of integrated ENL/ELA or other content area instruction. ENL is programmed for all students through STARS.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
In order to ensure that ELL students meet the standards and pass the required 5th grade state assessments, our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program and are supported by an ELL Instructional Support Specialist. Higher Order Thinking is expected of all students including ELLs, and Kagan structures are used to ensure that ELLs have collaborative discussions and oral language practice. Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers, Raz-kids.com, providing students with sentence stems and models for writing such as RATS, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general ed classroom but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids, charts, graphic organizers and manipulatives. All ELLs reading at below grade level also receive small group guided reading using Readwell and Recipe for Reading.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students who speak Spanish are initially evaluated using the Spanish Lab. Books and Materials are provided in their native language throughout the year and informal ELA assessments using online programs (raz-kids) monitor their native language development throughout the year. Home language assessments are provided in Math, Science and Social Studies and the unit assessments are used to monitor content area language development. All classrooms with ELLs are assigned either a bilingual teacher or a bilingual paraprofessional to ensure that ELLs native language is supported within the classroom. In addition, all freestanding ESL instruction is conducted in English with support in home language as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As evidenced by the results of the NYSESLAT, ELA, Spanish Lab, the new wave of ELL students who are entering our school ENL program are coming in with an extremely low level of literacy in their second language. Due to this reason, the school devotes a content block to ESL differentiated instruction which includes focus vocabulary, building background knowledge, accessible materials and small group instruction.

In order to ensure that ELL students meet the common core standards and pass the required 5th grade state assessments, our ELL programs are aligned with the common core curriculum offered in our non-ELL instructional program and are supported by an ELL Instructional and other Support Specialists who provide in-class support to ELL teachers. All ELL students are invited to our after school program where they are continually evaluated both formally and informally in speaking, listening, reading and writing. ELLs oral language is assessed informally by their teachers throughout the year using daily class observation forms, conference notes, oral presentations, guided reading groups and daily Kagan cooperative learning assessments. ELLs writing is assessed through written assignments with a school created rubric. Reading is assessed through F&P's, 100 Book Challenge , Readwell progress monitoring, ReadyGen and Ready assessments.

The ENL coordinator ensures that the data derived from the assessments is collected and analyzed accordingly by the ELL inquiry team.

students receive on-going formal and informal assessments in the listening, speaking, reading and writing using practice NYSESLAT exams,

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

ELLs who are entering our school ESL program are coming in with an extremely low level of literacy in their second language. Due to this reason, the school devotes a content block to ESL differentiated instruction which includes focus vocabulary, building background knowledge, accessible materials and small group instruction for all ELLS. SIFE, Newcomer, Entering and Emerging ELLS all receive small group Tier III instruction using Readwell, Raz-kids.com and Recipe for Reading. Graphic Organizers, a RATS school-wide model for writing, sentence stems, partner work and bilingual paras all support ELLs, including Long Term and former ELLs. Go Math Tier II and III activities and resources are used for content area instruction. For SS/Science, word walls, focus vocabulary, hands-on activities and multiple entry points all support ELLs. All ELLs including long term and former ELLs receive extra support in the classroom by either a para or additional teacher. Former ELLs for up to 2 years of exiting, are monitored by the push-in ENL teacher and receive additional support from the dual certified ENL/ELA teacher of at least 90 minutes/week. For all formal and informal testing, ELLs (including former ELLs of up to 2 years) receive accommodations which include: bilingual glossaries, alternate language editions, separate space and extended time.

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.

If a student is suspected of being misidentified as an ELL or who are misidentified as a non-ELL, they are allowed to go through a re-identification process. A written request is made by either a parent, school or student within 45 days of enrollment for a review of ELL status. The ENL team including the ELL Coordinator, teacher, Translator, Parent Coordinator and Principal reviews all documentation, student work, assessments and parent consultation and makes a determination of status. If the decision is to change the ELL status, superintendent approval is needed. Written notification of the decision by the Superintendent within 10 days is sent to all parties involved in the preferred language. All documentation is maintained in a binder and student's cumulative folder. Next, in the phase 2 process, between 6-12 months after the decision, the principal and ENL team reviews the re-identification process to ensure the student's academic progress has not been adversely affected by the determination. If the principal and ENL team determine that the student has been adversely affected, the school provides additional support services to the student as per CR 154 and may reverse the decision within the same 6-12 month period. If the decision is to reverse ELL status, he/she consults with the Superintendent. Final decision notification is sent to the appropriate parties in the preferred language within 10 school days.

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

To ensure that all ELLs with IEPs receive appropriate instruction, and RTI/ENL team meets once a week to review services, instruction, students and programs. All teachers of ELLs with IEP's receive copies of their IEPs at the beginning of the school year and consult with the IEP and ESL Coordinator on a weekly basis. The IEP and ENL Coordinator review each individual IEP in order to ensure that all students who are mandated for ENL and/or bilingual services receive access to programs and services. In the 5th grade, there are 9 ELLs, 6 ELLs have an IEP. For math, Teachers use GoMath ESL resources as well as Tier II and III activities. For ELA ReadyGen, ELL supports such as reteach, vocabulary development and graphic organizers are

Chart

implemented. ELLs also have access to Raz-kids.com for English and Spanish practice at home. Professional Development is also provided on a regular basis to all teacher with best practices/strategies for ELLs/SWDs.

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?

ELL-SWDs spend time with mainstream peers during ESL instruction. Students are differentiated into groups according to level of English proficiency, so you may find flexible grouping of general education and special education students working together. Some of our IEP students are mainstreaming in general education classes for the subject areas of ELA and Math. ELL-SWDs also spend time with mainstream peers during physical education, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELL SWDs. A common prep has been built in the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. An after school program is established to provide extra support beyond the classroom with emphasis on state test practice in both ELA and the NYSESLAT.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	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(uu) of this Title. All programs must be provided during the school day.					

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



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

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.

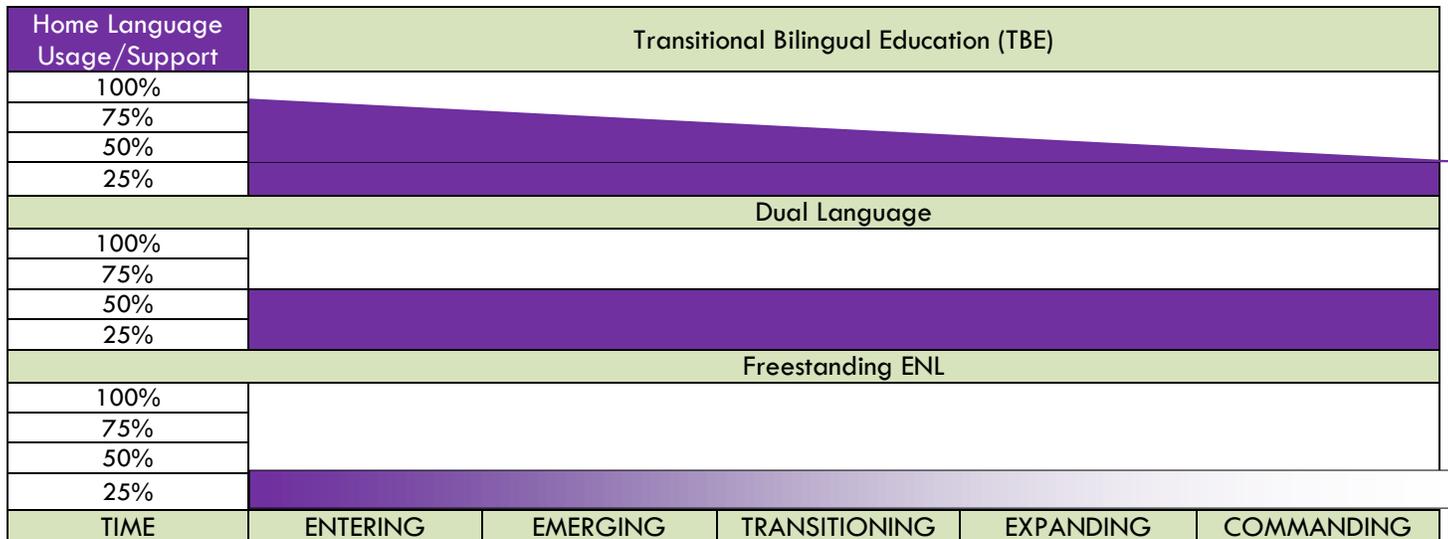


*Note: “other approved services” does not apply to New York City at this time.

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. At risk, entering, emerging and transistioning, expanding ELLs all receive Readwell, Recipe for Reading, Iready, bilingual paras. In addition, they receive individualized and small group instruction based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL/RTI team during the school day and other ELL trained personnel during our extended time.
- Small group instruction in ELA/ESL, provided by an ESL certified per diem teacher during the school day and the extended morning as well as during our after school program.
- An extended day ELA and Math Program that focuses primarily on ESL/Literacy and Math Concepts. P.S. 50x ELL extended day program services ELLs who are required to take the 5th grade New York State ELA exam. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT and the ELA.
- An ELL after school program that focuses on strengthening ELL students' knowledge and content-related language in ELA, Science and Social Studies. The students' native language(s) is used to clarify concepts/ideas, as needed and whenever possible, during small group instruction and in the classroom if necessary.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective and meets the needs of our ELLs by providing ESL instruction by a certified teacher for both literacy and math as well as targeted small group instruction focusing on language development. Both extended day and after school programs are targeted to ELLs. ELLs-SWD's and at-risk ELLs receive small group data driven reading instruction. Monthly assessments are conducted in all content areas and the data is reviewed and analyzed by the ELL team and School Leadership team on a monthly basis.
12. What new programs or improvements will be considered for the upcoming school year?
- For the 2015-2016 school year, PS 50x will be offering an ESL lunch club twice/week, targeted small group Math intervention by an ENL certified teacher and an afterschool club focusing on test taking skills and language development.
13. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued at this time. Although PS 50 is a phase-out school, we will continue to provide specialized and effective instruction for ELLs as needed.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at PS 50 are afforded equal access to all school programs. This school year, we will provide all students including ELLs with test preparation and practice for the ELA and Math exams in an after school program which currently has 7 out of 9 ELLs represented. ELLs are also invited to participate in all after school programs sponsored by Children's Aid Society. All ELLs attend an ESL Lunch club with provides Language Learning Centers, games, math fun and Reader's Theater. ELLs also participate in an end of year overnight field trip to the Poconos. Letters are sent home to all ELL parents in both English and the native language inviting the students to the programs.
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.
- Smart boards are used to present information to the children that integrate technology throughout the instructional process. The school has implemented such computer programs as Successmaker, School Pace, Think Central Go Math!, Iready, Raz-kids as well as literature programs in Ready Gen. We also want to strengthen the writing skills of our students by providing modeling and teaching students using the CCLS for writing, focusing on informational writing using rubrics. In addition, all ELLs have an account on ThinkCentral GoMath where they can practice Common Core concepts taught in their classrooms.
- To support ELLs, the school employs a variety of instructional materials. At risk, SIFE and newcomer ELLs are also instructed in a targeted reading program entitled Readwell in small groups during the day by an ESL certified teacher in addition to Ready Gen in the classroom. Grade level ELLs use Ready Gen and 100 Book Challenge. Raz-kids and ReadingA-Z.com are used as supplemental materials and offers leveled content area readers for differentiated instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- For the 2015-2016 school year, a bilingual paraprofessional is in the cluster 5th grade ENL classrooms as well as the Inclusion classes. Gloassaries, Spanish raz-kids and content area material is provided in the native language.

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

During the daily Literacy Block, ESL teachers in the Free-Standing Self-Contained ENL Programs use the CCLS aligned program, Ready Gen and a phonics/fluency/comprehension intervention program called Readwell . Ready Gen provides differentiated instruction for ELLs. Both programs are supplemented by 100 Book Challenge which focuses on independent reading with individualized Power Goals and conferencing. Go Math is a CCLS aligned program which has differentiated components for ELLs as well as native language resources. A recommended lesson plan template includes a differentiation for ELLs section. In regards to technology, all ELL classes and support teams utilize a Smart Board. Additionally, iPads support online management of documenting conferencing notes and student progress.

Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the standards and are correlated to age/grade. All ENL teachers and paras within each program are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

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).

Since most of our newly enrolled ELLs come to our school in September, it is not possible for our school to offer assistance before the beginning of the school year. However, in September the ENL Coordinator and Parent Coordinator provides an orientation for new students and their parents. Teachers use a buddy system where they partner up newcomers with another student, preferably one who speaks the same language. The ENL Coordinator also gives students a newcomer handbook, a tour of the building and introduces them to the staff. This is on-going and occurs throughout the year for all newcomers.

19. What language electives are offered to ELLs?

No Applicable

20. For schools with dual language programs:

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

Not Applicable

B. Professional Development and Support for School Staff

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

The overall school schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator conducts professional development during Common Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in monolingual classes. The school schedule has a built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of ELL the team. In addition, the school ELL Coordinator offers ELL trainings to the Subject Area Teachers during their weekly meeting.

Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BESIS.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. The school's participation in the Turnaround for Children program, aids in the BICS for ELLs.

All staff at PS 50 receives at least 40% of their professional development hours in content that specifically addresses the needs of ELLs. The 2 ENL certified teachers receive the remaining 10% of PD hours from the District and BESIS/RBERN.

The 2015-2016 Calendar for ELL Professional Development includes: Programming and Resources for ELLs , Inquiry Cycle: Choosing student from subgroups (ELLs, SWDs) for Inquiry and creating action plans, Differentiation in Writing for ELLs and SWDs, Best Practices for ELLs: Constructing Deep Understanding through Academic Conversations, Technology for ELLs, Teaching ELLs-UDL Strategies that work, Math Language and Objectives for ELLs, Kagan Learning structures for ELLs.
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?

All professional development offered by the school includes connections to ELLs and SWDs and is aligned to the Common Core Learning Standards. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting which include resources on aligning instruction with multiple entry point for ELLs. Our ELL Coordinator and selected school ESL teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BESIS/RBERN as well as PD's through the network including instructional shifts, Danielson, UDL and aligning instruction to the CCLS. These PDs are then turn-keyed to the staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Fifth grade teachers and students meet with guidance counselor to receive orientation about what to expect in middle school, how to choose a program that will better serve their needs, and how to adjust to the new environment. If possible, intervisitations are scheduled among students and teachers of ELLs. As ELLs transition from elementary to middle school, the school supports parents of ELLs by informing and encouraging them to attend middle school open-houses. In addition, the ELL Team in collaboration with the school parent coordinator assist ELL parents in the process of completing the middle school application. Parents are also encouraged to visit their child's future school and are informed to make sure the school has in place the services and programs that are suitable for the needs of their child. Once the child has been accepted to middle school, the parents receive a letter inviting them to come to school to receive their child's acceptance letter.
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.

School staff will receive 40% of total hours schoolwide professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These PD sessions are offered during Monday and Tuesday PD sessions, Election Day PD, faculty conferences, lunch and learn sessions, and team meetings. ENL teachers will receive 50% of ELL specific professional development that will be offered through the school, district, network and city. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

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?

ELL parents are invited to an annual individual meeting to discuss their students English progress. These meetings are scheduled throughout the year. At these meetings, goals, progress and assessment results are discussed.

50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.

In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed. Interpretation devices are also offered all parent general meetings.

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.

All records of meetings with parents including phone calls, email , letters and one-one annual meetings will be kept in the students cumulative records. Translation services are provided at all meetings, phone calls and correspondence. A copy will be made for the ENL compliance binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
PS 50 offers monthly newsletters to parents in Spanish, community multicultural activities, school arts and craft projects, walk into history, talent shows and computer workshops to foster parental involvement to parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school partners with Children's Aid Society and the Leadership Program to provide workshops and services to the ELL parents.
5. How do you evaluate the needs of the parents?

The Principal and Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents weekly throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

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

Based on parents' response, the school designs parent involvement programs that meet the needs of the parents.

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: **PS 50 Clara Barton**

School DBN: **12x050**

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)
Kim Nohavicka	Principal		1/1/01
	Assistant Principal		1/1/01
Gladys Garcia	Parent Coordinator		1/1/01
Erica Van Patten	ENL/Bilingual Teacher		1/1/01
Raymond Casul	Parent		1/1/01
Tangela Gibson	Teacher/Subject Area		1/1/01
Victoria Minh	Teacher/Subject Area		1/1/01
Margaret Irving	Coach		1/1/01
Maria Hudson	Coach		1/1/01
	School Counselor		1/1/01
Rafaela Espinola	Superintendent		1/1/01
Kristy De La Cruz	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

**DBN: #INGEST ERROR! School Name: PS 50 Clara Barton
Superintendent: Rafaela Espinol**

Before you begin, please check the following:

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

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

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

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

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

At PS 50 we looked at the students' home language and at the parents' preferred language for communication noted on the HLIS and on ATS to determine the languages spoken by our parents. We also took the following actions:

- Reviewed Parent/Teacher Association's Records and Agendas
- Analyzed Previous Years Parent Coordinator's Files
- Referred to the Demography Section of the School SCEP and The NYC Department of Education School Report Card
- Consulted the Bilingual Teacher, ESL and Special Education Teachers, PTA President, Parent Coordinator and the ELL Coordinator
- Participated in PTA Meetings/Workshops and analyzed Languages Spoken by Attendees
- Conducted informal language surveys during Parent/Teacher Conferences
- Kept a log of parent incoming phone calls to the various school administrative offices needing interpretation assistance

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

English and Spanish.

Part B: Creating a Communications Calendar

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

*Monthly parent calendars
*written letters from school leadership
*parent/teacher conference announcements
*afterschool program information
*NYS Testing letter/calendar
*Field trip letters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Annual ENL Parent meetings
Parent/teacher conferences (November, March, May)
September Curriculum night
Tuesday Parent outreach
School Messenger Announcements
Attendance Calls
Guidance Counselor Calls

Part C: Providing Language Assistance Services

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

For all written parent correspondence including Parent letters, letters from school leadership, parent teacher conferences announcements, afterschool communication, NYS testing calendars and field trip

letter- the school will ensure that written translation is provided by school staff. Translated documents will be provided to the School Translation team 2 days before dissemination.

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.

•The school ELL Coordinator, Parent Coordinator and Bilingual Personnel will support PTA and the Parent Coordinator to provide oral translation at every meeting/workshop held. Oral translation/interpretation services will be available, as needed, during Parent/Teachers Conferences by on-site interpreters

- Oral translation/interpretation will be provided at every Parent-Staff Member/Administration meeting, either having a translator physically present at the meeting or by contacting via phone the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation will be available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safely and discipline.
- A Spanish/English speaking translator will always be available at the main office to provide language assistance services.

Interpretation Devices will be offered at all Parent Meetings.

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.)

A Memo and email will be sent twice a year to staff to inform them of how to use translation services and over-the phone translations services.

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

The written translation and oral interpretation services, and procedures put into place at P.S 50 comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the

main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

Part F: Monitoring and Quality Control

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

Parent Surveys, conferences and informal discussions will be used to gather feedback on the quality and availability of services.