



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X064

School Name:

P.S. 064 PURA BELPRE

Principal:

BARBARA HEADLEY

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: Pura Belpre School Number (DBN): 09x064
Grades Served: 5th
School Address: 1425 Walton Avenue Bronx NY 10452
Phone Number: 718-681-8088 Fax: 718-537-6015
School Contact Person: Barbara Headley Email Address: Bheadle2@schools.nyc.gov
Principal: Barbara Headley
UFT Chapter Leader: Norayma George
Parents' Association President: Ella Kennedy
SLT Chairperson: Basil Arjoon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 09 Superintendent: Leticia Rosario
Superintendent's Office Address: 1245 Washington Avenue Bronx NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7140 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zegra Avenue Bronx NY 10462
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Barbara Headley	*Principal or Designee	
Norayma George	*UFT Chapter Leader or Designee	
Ella Kennedy	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ella Kennedy	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>	
Doris Laurenceau	CBO Representative, if applicable	
Basil Ajoon	Member/Chairperson	
Marta Rendon	Member/Bilingual Teacher	
Yeseny Ferrer	Member/ Special Education	
Lester Grant	Member/Parent	
Sandra Garcia	Member/Parent	
Anaiz Flores	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Reyna Vazquez	Member/Parent	
	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.

PSx064 is an elementary school located in the Mount Eden section of the Bronx. It is a multicultural, multilingual community of students, parents and support personnel who are active lifelong learners preparing for the 21st century. Our mission is to accommodate, respect and support the individual learning styles and needs of our students. In addition, we work collaboratively to create a safe, nurturing child-centered environment that fosters a sense of belonging, high academic standards and achievement.

At PSX064, we are guided by the principles that the education of children is based on a partnership between parents, students, educators and the community; the education of children can be achieved when they are provided with authentic learning experiences that challenge and build real life connections; the education of children is successful when they are empowered to become full participants in their education process.

Our school consists of students in grade five. Our current student population is 145 students. Of this population, 44.06% are English Language Learners and 13.99 are Students with Disabilities. For our bilingual students, we use the Transitional Bilingual Education model. The percentage of instruction provided in English and Spanish varies from class to class depending on the students' level of English language achievement.

The majority of our ELL students are in bilingual classes with licensed bilingual teachers to support the English language acquisition of students from a variety of native language backgrounds. Our classroom teacher teams work to provide language acquisition and vocabulary support through content area instruction. Students in these classrooms benefit from teachers and students who serve as language models.

Upon reviewing data, we have identified the need to provide additional support to all of our students. To this end, we have developed an after school enrichment program to increase the English Language Arts skills of long-term ELLs, as well as to improve the academic progress of all of our students in English Language Arts and Math. The program was offered three hours a day for three days a week, Wednesday through Friday. The curriculum was developed in conjunction with leadership. These programs have increased our students' opportunities to be involved in Arts education and have served to develop students' knowledge, understanding and sense of self. Teachers met periodically to monitor student progress, analyze the effectiveness of the program, and revise the curriculum if necessary.

Effective Leadership

This school embraces the elements of The Framework For Great Schools. Beginning with Effective School Leadership, the school is equipped with a Principal and one Assistant Principal, two Instructional Coaches and a dedicated staff. There is also a Curriculum Team that meets twice a month to discuss curriculum concerns, look at student work, and review data and to reflect upon best practices.

Rigorous Instruction

Our priority this year is to provide the students at PSX064 rigorous exposure to instruction through the use of the Danielson's Framework for Teaching. Teachers are expected to plan and deliver coherent instruction which will ensure engaging, rigorous and coherent curricula in all subjects and accessible for a variety of learners and aligned to Common Core standards. Much emphasis is placed on questioning and engagement techniques. This was also an area where professional development was provided for all teachers.

The administration seeks to develop teacher pedagogy about how students learn and take into consideration the Instructional Shifts. Assessment is also aligned to instruction and data is supplied to administration on a six week cycle.

Supportive Environment

One of the initiatives and another key area of focus of the school this year is the Social Emotional Advisory Teams. Through this initiative all adults at PSX064 worked with a group of students to create a climate of trust and belonging and ultimately establishing a safe and orderly environment for learning. We have also implemented Caring School curriculum to further support our students socially emotionally.

Collaborative Teachers

The professional environment at this school creates the opportunity for teachers to collaborate and plan by grade as well as cross curricula. A Professional Development calendar was established and opportunities were provided to have teachers' select professional development based on their needs.

Parental Involvement

At PSX064, we seek to make this school a welcoming place for parents. We also build the connection between home and school. This is evidenced by our weekly Homework sheets, our monthly Newsletter, monthly calendar and Tuesday Parent Engagement as well as the Monthly Coffee Hour with the Principal and parents. This year we will implement monthly workshops for parents where they can visit classrooms and learn along side our students.

09X064 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	283	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		96.4%	% Attendance Rate		90.4%
% Free Lunch		96.8%	% Reduced Lunch		1.7%
% Limited English Proficient		45.3%	% Students with Disabilities		24.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.2%	% Black or African American		15.7%
% Hispanic or Latino		82.3%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White		0.9%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.24	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		7.24
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		3.8%	Mathematics Performance at levels 3 & 4		5.7%
Science Performance at levels 3 & 4 (4th Grade)		45.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		YES
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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

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

Part 1 – Needs Assessment

<p>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.	i DTSDE
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.	I DTSDE
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 QR
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.	I DTSDE
<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><u>Reflection:</u></p> <p>On January 27, 2015, the DTSDE team conducted a HEDI Review:</p> <p>The DTSDE raters found that:</p> <ul style="list-style-type: none"> The school leader has begun to ensure and support 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; The implementation of instructional practices were inconsistent, such as, differentiation, higher order questioning, and DDI; At the grade level meeting, teachers focused on a wide range of topics, but did not focus on interdisciplinary or CCLS teaching aligned activities or teachers did not provide students with varied student options. <p>As the result of the DTSDE raters findings:</p>		

- The school leader has made adjustments in order to make the curriculum a living document. Rigorous Literacy and math Curriculum have been revised to meet the needs of students & aligned to CCLS and Instructional Shifts;
- The school leader and the curriculum team infused more high order questions within the curriculum, requiring students to think critically using the DOK model
- The school leaders encouraged the teachers to allow the students opportunities to build on their responses through accountable talk;
- The teachers began to use exit slips as a form of formative assessment of student understanding;
- The school leaders monitored the use of interactive technology, manipulatives, teacher models, and visuals;
- The schools leaders established Inquiry based model for all teacher meetings

All stakeholders are aware of the quality implementation of a systematic plan of rigorous and coherent curricula.

Strengths

The school leader ensured and supported 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 as follows:

- Conferencing with the instructional team,
- Conducted professional learning sessions to address needs/interests,
- Established Inquiry team meetings to analyze data and student work,
- Published staff notes and newsletters as means of communication,
- Facilitated UFT consultation meetings and professional development team meetings
- Conducted SLT meetings and coffee hour with parents to ensure all stakeholders are informed and play a role in the decision making of school initiatives.

The school leader, teachers, consultants, and coaches began to develop a plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Teachers made revisions to the core curriculums based on the results of the formative and summative data. Teachers were able to identify common student misconceptions as the result of planning together during the common planning periods and looking at student work, which resulted in selecting and implementing common strategies. All teachers incorporated technology in the daily schedules, which resulted in teachers using the Smart Board and other technological devices for instruction. The incorporation of technology resulted in differentiated instruction as evidenced by students using laptops to conduct research and students using I-Ready and MyOwn for individualized instruction. Studio in a School also collaborated with teachers in order to embed the arts through project based learning art projects within the content areas.

Teachers assessed and collected formative data every six to eight weeks. They began to adapt the curriculum after they analyze the data and student work. Teachers also met bi-monthly to evaluate student work, identify patterns of needs/misconceptions, and devise a common strategy to implement in order to improve student achievement.

Quality Review

On May 7, 2015 the DOE conducted a city quality review. The Quality Reviewer found that:

- Across classrooms, teaching practices were becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best
- The Principal shared that school believes in small group instruction, access for students using technology, two teachers in the classroom, and exit slips to assess the learning.

- Coaches and Consultants supported teachers with the analysis of student work in order to make appropriate instructional modifications, school leaders enlist.
- Feedback during observations, enabled administrators to share explicit guidance regarding student thinking and participation during lessons
- Teachers attended professional development sessions and books supported their learning as well as the collaboration amongst peers during teacher meetings
- The majority of teachers participated in collaborative inquiry sessions in order to promote the integration of the instructional shifts and achievement of school goals.
- School leaders and staff communicated expectations for college and career readiness and progress toward goals.
- Professional development and Professional Planning sessions allowed for teachers to meet in order to look at student work and data.
- School leaders provided teachers with resources that enabled them to refine curriculum.
- Consultants also provided assistance with differentiation and questioning ask teachers make modifications to maps and lessons

The Quality reviewer rated the pedagogy developing in this area of focus, which demonstrates growth from the DTSDE findings in January.

Needs

- The school leader will monitor coherent curriculum by having stakeholders (coaches, grade leader, and consultants) support the quality implementation of a systematic plan of rigorous and coherent curriculum appropriately aligned to the CCLS.
- Coaches, consultants, and administration will assist with adapting the curriculum as necessary, provide additional professional learning sessions in order to give teachers opportunities to learn, practice, and master ESL and SWD strategies.
- Teachers will continue to consistently 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.
- Teachers will also consistently use DDI, inquiry (lesson) model in order to develop student independence and increase student achievement.

The consistent infusion of ESL and SWD strategies to address the needs of students while implementing a rigorous and coherent curriculum will help to differentiate and tailor instruction.

Part 2 – Annual Goal

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

By June 2016, the school leader and stakeholders will create/modify the ELA curriculum to incorporate CCLS and Instructional Shifts, summative and formative assessments and scaffold lessons as evidenced by 20% increase in student achievement on the ELA NYS 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>School leaders will support the teachers in preparing students for college and career by embedding the following:</p> <ul style="list-style-type: none"> • Assessments aligned to CCLS and the Instructional Shifts • Interdisciplinary curriculum(s) and support • Evidenced/research based instructional support <p>(i.e., Great Leaps, LLI, and I-Ready)</p> <p>School leaders will ensure that a school-wide accountability system is implemented in order to gather information that is critical to determining how students are progressing. They will</p> <ul style="list-style-type: none"> • Monitor the collection of data relating to student academic achievement and growth • Adapt/revise instruction to meet the needs of students. • Support teachers in interpreting and utilizing data, provide resources in infusing technology in instruction • Infuse the arts in to the interdisciplinary curriculums • Provide families with engaging strategies in order to improve student outcome (building capacity). <p>The Administration will also observe the implementation of skills/strategies taught at the professional learning sessions. School leaders will schedule monthly data sessions in order to track student progress and develop action plans.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>School Leaders</p> <p>Lit-Life</p> <p>Ready Generation RBERN, Orton-Gillingham,</p> <p>UFT Teacher Center and Instructional Coaches</p> <p>Teq</p> <p>Studio in a School</p> <p>Education through Music</p> <p>Abbott House</p>
<p>School leaders and teachers will develop a coherent and comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>School Leaders</p>

<p>curricula targeting the arts, technology, and other enrichment engagement opportunities.</p>			<p>Lit-Life</p> <p>Ready Generation UFT Teacher Center Studio in a School</p> <p>Teq</p> <p>RBERN</p> <p>Orton-Gillingham, Instructional Coaches</p>
<p>Teachers will closely analyze formative and summative data, develop instructional plans/activities, teach, and assess in order to adapt teaching practices based on outcomes. They will also establish strategic short and long – range curriculum</p> <p>Planning sessions which involve student reflection, tracking of, and ownership of learning.</p> <p>Teachers will tailor student learning by selecting, designing and planning learning tasks. These specific learning tasks/activities will address the next steps of learning needed by each student to move to a higher level of proficiency. The infusion of individualized activities for ELLS and SWDs will be incorporated in the curriculum materials such as, lesson plans, SGI, and individualized activities. All activities will incorporate higher order questioning and critical thinking activities. In order to help students become self-directed learners teachers will strategically ask probing questions, observe student interactions, and analyze student work products in order to identify misconceptions and plan next steps for instruction.</p> <p>Teachers will establish and implement a coherent and 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 through inquiry based model.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>School Leaders</p> <p>Lit-Life</p> <p>Ready Generation UFT Teacher Center</p> <p>RBERN</p> <p>Orton-Gillingham</p> <p>Instructional Coaches</p>

Part 4 – Budget and Resource Alignment

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

Human Resources

Lit-Life, Ready Generation, RBERN, Orton-Gillingham, will analyze and incorporate higher order questioning and critical thinking activities.

RBERN /Orton-Gillingham

The infusion of individualized activities for ELLS and SWDs will be incorporated in the curriculum materials such as, lesson plans, SGI, and individualized activities

UFT Teacher Center and Instructional Coaches will analyze formative and summative data, develop instructional plans/activities

Studio In A School infuse arts in to the interdisciplinary curriculums

Instructional Resources

Teq provide resources in infusing technology in instruction

Schedule Adjustments

Per Diem Coverage, money is used to fund per diem days in order for teachers to attend out of building professional development and conduct and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning.

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

X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	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.

Teachers and students will begin the year by setting short and long term goals. Formative assessments will be administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments will be administered as follows:

- Baseline assessments – September 2015
- Mid-Line assessment – January 2016
- End-Line assessment – May 2016.

In addition, routine daily monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process will ensure that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned).

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

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

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

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.	I DTSDE
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.	I DTSDE
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.	I DTSDE
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.	I DTSDE

Part 1b. Needs/Areas for Improvement:

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

Reflection:

On January 27, 2015, the DTSDE team conducted a HEDI Review:

- The school leader needs to identify and review SEL (Social Emotional Learning) needs in response to data within the school at formal weekly meetings
- Link identified needs to available SEL developmental health needs supports within the school through a ladder of referral process to be used by all school personnel
- Link SEL developmental health to academic growth through monthly conferences with students to promote self-assessment, self-reflection, and goal setting.

As the result of the to DTSDE raters findings:

- Instructional support staff will meet formally to identify, review, and share data in order to meet the SEL developmental health needs of all students
- The school will create a coherent ladder of referral process to be used by all school personnel

- The school leader and the SLT team selected a research based curriculum intended to address the SEL needs of the students
- The school began to implement the Caring School Community social-emotional learning program

Strengths

The SEL initiatives were established in order to address the attitudes and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The school leader and other stakeholders distributed commendation cards to recognize positive behaviors. The following initiatives were implemented in order to improve behavior and lower the number of incidents in the OORS system:

- Basketball team competed with other schools and participated in the championship tournament.
- SEL initiative was used to promote and highlight positive behavior
- Ladies' Lunch and Brothers Breaking Bread became an outlet for at risk students to discuss academic, personal, and social issues with positive role models operating in various professions
- Student Council met regularly in order to discuss global awareness, school/community outreach, and student led discussions about social issues
- Student Advisory initiative enabled every student to be assigned to a mentor in order to address social-emotional learning needs
- Caught Doing Something Good charts were displayed on classroom doors in order to highlight students who exhibited positive classroom behaviors
- Household Pantry was a monthly initiative where parents were able to shop for clothing, food, and household supplies for free

Quality Review

On May 7, 2015 the DOE conducted a city quality review. The Quality Reviewer found that:

- Student Advisory allows students to be known well by an adult
- To support social-emotional development, there is a push on kindness.

The Quality reviewer rated the pedagogy proficient in this area of focus, which demonstrates growth from the DTSDE findings in January.

Needs

- The school will articulate and systematically promote a coherent 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.
- Periodically, the school will administer a needs assessment survey to determine the SEL activities to be implemented during the school year.
- The data will be collected from the periodic needs assessments will be used to determine the SEL activities to be implemented.

The data will be also used to measure the success of the SEL curriculum (Caring School Community) and to make adjustments.

Part 2 – Annual Goal

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

By the end of 2015-2016 academic years, the school will implement a social emotional curriculum that will promote a safe, supportive school culture as evidenced by the decrease the number of OORS incidents by 20%.

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>The school will articulate and provide training which will systematically promote a coherent vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>*School Leaders Abbott House UFT Teacher Center Instructional Coaches</p>
<p>Periodically, the school will administer a needs assessment survey to determine the SEL activities to be implemented during the school year. The data will be collected from the periodic needs assessments will be used to determine the SEL activities to be implemented. The data will be also used to measure the success of the SEL curriculum and to make adjustments.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>*School Leaders, *Grade Leaders, Instructional Coaches, Ramapo for Children • Data collection, Analysis of data, next steps • Development of SEL Pacing Calendar Tracking System to determine success</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, School Leaders, Coaches, Guidance Counselor , Consultants (Ramapo for Children, and Network)											
Monies will be used to fund Professional development and staff personnel											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	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.
Teachers and students will begin the year by setting short and long term goals. Formative assessments will be administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments will be administered as follows:
<ul style="list-style-type: none"> • Baseline assessments – September 2015 • Mid-Line assessment – January 2016 • End-Line assessment – May 2016.
In addition, routine daily monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process will ensure that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned).
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.	E QR
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.	I DTSDE
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.	I DTSDE
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).	I DTSDE
<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 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>Reflection:</p> <p>On January 27, 2015, the DTSDE team conducted a HEDI Review:</p> <ul style="list-style-type: none"> Teachers did not consistently provide engaging CCLS lessons that incorporated high order questions, text complexity, and multiple opportunities to learn. Most teachers primarily asked low level questions and did not adapt the textual material they used to provide instructional challenges to students of all abilities. Students minimally engaged in discussions Teachers did not have a common approach for using data and assessment to regularly inform and adjust the instructional practices <p>As the result of the DTSDE raters findings:</p> <ul style="list-style-type: none"> The school developed a professional planning schedule for teacher team meetings to discuss instructional practices and strategies that are organized around unit and daily lesson plans that address student goals and needs 		

- The teacher teams met bimonthly for planning and inquiry based sessions
- The teacher teams began to provide CCLS-based instruction that will lead to multiple points of access for all students.
- The teachers began to embed higher order questions in their instructional practices using DOK as their guide

Strengths

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. Literacy and math Curriculum have been revised to meet the needs of students & aligned to CCLS and Instructional Shifts. The teacher teams met in order to use data and assessment to inform and adjust instructional practices. Collaboratively the teacher teams created exit slips, task cards, and some higher order questions to challenge students, track student progress, and promote student discussions.

Quality Review

On May 7, 2015 the DOE conducted a city quality review. The Quality Reviewer found that:

- The majority of teachers are engaged in structured, inquiry collaborations and teams use protocols to analyze classroom practices, common assessments, and student work.
- Through teacher team collaborations, teachers' instructional capacity, implementation of the Common Core Learning Standards and pedagogy has improved insuring progress toward goals for groups of students
- Structures of teams provide teachers the ability to lead the group and partner with administration to make improvement
- Teams used protocols such as analysis of student work and documentation of team meeting artifacts and agendas were seen in team binders
- There was a collaborative culture observed in teams as teachers worked in partnership across subjects and grades
- Working on teams has strengthened capacity by sharing with colleagues strategies during team sessions
- Teachers meet during common planning to review student work, progress towards goals, and strategies to support learning.

The Quality reviewer rated the pedagogy proficient in this area of focus, which demonstrates growth from the DTSDE findings in January.

Needs

- Teacher teams will consistently ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
- Teachers will ensure that the curriculum supports are coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Teachers will analyze students work to implement/ develop a plan in order to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Part 2 – Annual Goal

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

By the end of the 2015-2016 academic years, the teacher teams will collaborate consistently in order to develop plans which incorporate higher order questioning as evidenced by effective lesson plans and observations. There will be a twenty percent increase in highly effective rating by formal and informal observations on the Advance System.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will consistently ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</p> <p>The teachers will also conduct/facilitate at least two professional learning sessions in order to enhance and improve student outcomes.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>School Leaders</p> <p>Lit-Life</p> <p>Ready Generation RBERN</p> <p>Orton-Gillingham UFT Teacher Center Instructional Coaches</p>
<p>Teachers will ensure that the curriculum supports are coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <p>Teachers will incorporate higher order questions, multi-tiered questions, multiple points of entry, and progress monitoring techniques in their lesson plans.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>School Leaders</p> <p>Lit-Life</p> <p>Ready Generation RBERN</p> <p>Orton-Gillingham UFT Teacher Center Instructional Coaches</p>
<p>Teachers will analyze students work to implement/develop a plan in order to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.</p>	<p>All instructional staff</p>	<p>September 2015 – June 2016</p>	<p>School Leaders</p> <p>Lit-Life</p> <p>Ready Generation RBERN</p>

Teachers will inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources via exit slips, task cards, teacher observable check points, and conference notes to monitor student process.			Orton-Gillingham UFT Teacher Center Instructional Coaches

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.

Human Resources

Administration, Instructional Coaches and Consultants will consistently ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Lit-Life, Ready Generation, RBERN, Orton-Gillingham, will analyze and incorporate higher order questioning and critical thinking activities.

RBERN /Orton-Gillingham

The infusion of individualized activities for ELLS and SWDs will be incorporated in the curriculum materials such as, lesson plans, SGI, and individualized activities

UFT Teacher Center and Instructional Coaches will analyze formative and summative data, develop instructional plans/activities

Instructional Resources

Funds will be to purchase supplies to support instruction

Schedule Adjustments

Per Diem Coverage, money is used to fund per diem days in order for teachers to attend professional learning sessions in order to enhance and improve student outcomes, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning.

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

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

End of Unit Assessments (Math) – 6 weeks cycle

End of Unit Assessment Literacy – 6 weeks cycle

Fountas & Pinnell – 6 weeks cycle

Administration Review & Analyze – Every 6 weeks

Assessment Driven Instruction – on going

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).	E QR
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D DTSDE
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 DTSDE
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 DTSDE
<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> and <u>I</u>. 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>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.</p> <p><u>Reflections:</u></p> <p>On January 27, 2015, the DTSDE team conducted a HEDI Review:</p> <ul style="list-style-type: none"> The school leader developed the vision and mission statement based on input from the stakeholders. The school leader made some strategic decisions such as reallocating fiscal and personal resources in order to support students' success. The school leader conducted formal and informal observations, collected data from the observations, and used the analysis to provide actionable feedback. The school leader tracks and monitors individual and school wide instructional practices via observations and performance expectations. 		

- The teacher survey data indicated over 90% of teachers believe that the school leader is well aware of the activities taken place in their classrooms. The classroom observations and feedback support the school leader's ability to track individual and school wide instructional practices.

Strengths

- The school leader established the vision and mission statement with direct input from the stakeholders.
- The school leader held monthly Parent Coffee Hour and SEL professional learning Sessions in order to improve student achievement.
- The school leader hired additional personal and restructured recess in order to reduce behavioral issues.
- The number of OORs reports decreased by at least 60%.
- The school leader began to implement a SEL curriculum recommended by the network liaison.
- The school leader assigned an advisory group to all school personal, tracked the attendance, and collected the data in order to provide SEL support.

Quality Review

On May 7, 2015 the DOE conducted a city quality review. The Quality Reviewer found that:

- School leaders and staff communicate expectations for career and college readiness and progress towards goals
- School leaders provide clear expectations to staff through the staff handbook and morning messages

The Quality reviewer rated the pedagogy proficient in this area of focus, which demonstrates growth from the DTSDE findings in January.

Needs

- The school leader will conduct monthly collaborative meetings with all stakeholders in order to ensure that the school's mission and vision statements become a living document.
- The school leader needs to collect, review and analyze the fiscal and personal resource data in order to determine the impact.
- The school leader will implement a coherent formal system in order to link instructional and behavioral data and decisions to the school goals.
- The school leader will comprehensively merge the school's goals; mission and vision statements in order improve teacher practice and student achievement.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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 the end of the 2015-2016 academic year, the school leaders will establish a professional learning environment that will enhance teachers' methodologies as evidenced by an increase of 20% in professional learning utilizing the Advance System.

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>The school will articulate and provide training which will systematically promote a coherent vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</p> <p>Parents will be invited to train with Learning Leaders.</p>	<p>All Instructional Staff</p>	<p>September 2015- June 2016</p>	<p>School Leaders Abbott House Instructional staff members</p>
<p>SEL formative assessments, student reflections, and student conferences data will be collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments will be administered as follows:</p> <ul style="list-style-type: none"> • Meetings (monthly with administrators and Abbott House) • Review monthly tracking reports • January, 2016 Benchmark – to determine the progress toward meeting the specified goal of lowering the OORS incidents <p>In addition, routine monthly monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process will ensure that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned). The information obtained from these sources will be used to make instructional decisions about the character development programs, the instructional plans. and SEL professional learning sessions.</p>	<p>All Instructional Staff</p>	<p>September 2015- June 2016</p>	<p>Abbott House UFT Teacher Center Instructional Coaches</p>

<p>Periodically, the school will administer a needs assessment survey to students/ teachers to determine the SEL activities to be implemented during the school year. The data will be collected from the periodic needs assessments will be used to determine the SEL activities to be implemented. The data will be also used to measure the success of the SEL curriculum and to make adjustments.</p>	<p>All Instructional Staff</p>	<p>September 2015- June 2016</p>	<p>School Leaders, Abbott House UFT Teacher Center Instructional Coaches</p>
<p>The school leader will schedule monthly professional learning sessions dedicated to the infusion of SEL supports within the school’s instructional plans in order to improve teacher outcomes. The school leader will conduct formal / informal observations to monitor the implementation of the professional learning activities</p>	<p>All Instructional Staff</p>	<p>September 2015- June 2016</p>	<p>School Leaders Teacher Lit-Life Ready Generation UFT Teacher Center, Instructional Coaches Students</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>Human Resources</u></p> <p>Lit-Life, Ready Generation, RBERN, Orton-Gillingham, will analyze and incorporate higher order questioning and critical thinking activities.</p> <p>RBERN /Orton-Gillingham - The infusion of individualized activities for ELLS and SWDs will be incorporated in the curriculum materials such as, lesson plans, SGI, and individualized activities</p> <p>UFT Teacher Center and Instructional Coaches will analyze formative and summative data, develop instructional plans/activities</p> <p>Abbott House will conduct monthly home visits and provide workshops for parents. Abbott House will also provide SEL trainings to address the behaviors of students and effective classroom management strategies</p> <p><u>Schedule Adjustments</u></p> <p>Per Diem Coverage, money is used to fund per diem days in order for teachers to attend out of building professional development and conduct and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	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.

The school community members will implement varied types of progress monitoring techniques such as daily checks for understanding via student reflections, exit slips, conferring, and teacher recorded checks for understanding sheets. Formative assessments will also be administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments will be administered as follows:

- Baseline assessments – September 2015
- Mid-Line assessment – January 2016
- End-Line assessment – May 2016.

In addition, routine daily monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process will ensure that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned).

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.	D DTSDE
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 DTSDE
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 DTSDE
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 DTSDE
<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> Developing 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>On January 27, 2015, the DTSDE team conducted a HEDI Review:</p> <ul style="list-style-type: none"> The school leader has an open door policy and makes time to speak to parents by telephone The school staff has communicated the importance of expected performance levels on state summative assessments. The school leader and PA have organized a series of workshops linked to ways a parent can assist their children in achieving academic success. The school leader should expand the parental engagement in the academic process. The school leader should develop a school website which has bilingual capabilities and individual teacher web pages The school leader should provide families with links to on-line and mobile phone instructional resources 		
<p><u>Strengths</u></p>		

- The school leader has monthly Coffee Hour meetings in order to discussed school initiatives and concerns
- The school staff shared performance data with parents through report cards and progress reports
- The school leader has created a Household Pantry for academic as well as household needs.
- The school leader has established workshops such as curriculum, ESL, family wellness, and Studio in a School art classes in order to promote parent involvement.

The school community has orchestrated an art gallery, social studies and science fair in order to develop an atmosphere which is conducive to learning.

Quality Review

On May 7, 2015 the DOE conducted a city quality review. The Quality Reviewer found that:

- School leader shared that open door policy allows families to address any concerns or offer suggestions
- School newsletter included a note from the Principal sharing ways parents can support learning, important dates for school events, and grade specific content about what students are learning in core subject areas
- School leader mailed progress reports home to parents detailing information for reading, writing, listening, math, science, social studies, behavior, and attendance. These reports are sent in English and in Spanish.
- Coffee with Principal meetings were conducted throughout the year to impart information with families
- Workshops are provided for parents on English as a Second Language, healthy homes, and bullying
- Throughout the year, school messenger was used to communicate with parents, attendance outreach, using letters and phone calls focus on chronic absenteeism
-

The Quality reviewer rated the pedagogy proficient in this area of focus, which demonstrates growth from the DTSDE findings in January.

Needs

- The teachers need to consistently inform parents about the child’s academic progress and provide them with actionable next steps
- The school leader and instructional staff need to improve parental involvement.

The school leader should establish a formal system in order to contact improve parent communication

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 the end of June 2015-16 school year, the school will develop a partnership with families which foster high academic expectations and reciprocal communication. Parent involvement will increase by at least 25% as evidenced by attendance logs and parent surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) 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>Family workshops related to the following topics:</p> <ul style="list-style-type: none"> • Strategies to support struggling readers/ mathematicians • Strategies to support ELLs/ SWD learners • ESL classes • Parenting classes • Strategies to support the accelerated learner • How to improve Teacher/Parent communication • Understanding the CCLS/ Instructional Shifts • Understanding the Data • Core Curriculum Programs • Infusion of the SEL methodologies • What is Actionable Feedback? <p>Home visits/in house counseling sessions</p>	<p>Parents, students, teachers, and school instructional staff members</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Lit-Life Ready Generation RBERN Orton-Gillingham UFT Teacher Center</p>
<p>Teacher professional learning sessions related to the following topics:</p> <ul style="list-style-type: none"> • Building Parent /Teacher relationships • How to improve parent involvement in schools • Creation of a Parent’s Survival Kit in order to improve student performance • Strategies to support struggling readers/ mathematicians • Strategies to support ELLs/ SWD learners • How to provide Actionable Feedback? • Infusion of SEL methodologies with the core curriculum programs 	<p>All staff members</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Lit-Life Ready Generation RBERN Orton-Gillingham UFT Teacher Center Instructional Coaches Students Abbott House</p>

<p>Teachers, Parents, students will partake in a needs assessment survey conducted every six to eight weeks in order to ensure as a school community the development of a shared understanding of the Framework for “Great Schools”. The survey outcomes will be analyzed by the parents, instructional support team members, and school leader in order to assist with the establishment of school goals, teacher professional learning sessions, student learning activities, and family engagement opportunities. All stake-holders will be able to have structured conversations about the key areas for improvement needed in order to improve student achievement. They will be able to collaboratively assess and identify the successes and the areas of need for all students within the school community.</p>	<p>All stake-holders</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, School Leaders, SLT team, PA, Instructional support staff, Instructional Supportive Partnerships(Lit-Life, Ready Generation, RBERN, Orton-Gillingham, UFT Teacher Center, Instructional Coaches, and students</p>
<p>The school will host monthly workshops/ meeting to assist parents with improving student achievement. Partnerships will be established with school community organizations and leaders in order to address the needs of students and families.</p>	<p>All staff members</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator Lit-Life Ready Generation RBERN Orton-Gillingham UFT Teacher Center Instructional Coaches Students Abbott House</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources</p> <p>Parent Coordinator will survey parents twice a year, conduct monthly Meet & Greets and Parent workshops.</p> <p>School-wide Engagement meetings will be held annually</p> <p>Communication with stake holders will take place on a monthly basis</p> <p>Abbott House will conduct monthly home visits and provide workshops for parents. Abbott House will also provide SEL trainings to inform families of the behaviors of students and effective management strategies</p> <p>Studio In A School will infuse arts into the interdisciplinary curriculums and partner with our school community.</p>

Instructional Resources

Funds will be used to purchase supplies to ensure updates are communicated on a monthly basis

Funds will be used to increase parent involvement through the purchase of School Messenger Services

Funds will be used for the purchase of supplies and materials in order to improve parent involvement.

Schedule Adjustments

Funds will be used to increase parent involvement and cover the cost of per session hours for teachers to facilitate parent workshops, and ESL classes

Funds will be used to increase parent involvement and cover the cost of per session hours for school leaders to supervise and support parent workshops and ESL classes.

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	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.

The school community members will implement varied types of progress monitoring techniques such as daily checks for understanding via student reflections, exit slips, conferring, and teacher recorded checks for understanding sheets. Formative assessments will also be administered, collected, and analyzed for next steps every six to eight weeks. The following benchmark assessments will be administered as follows:

- Baseline assessments – September 2015
- Mid-Line assessment – January 2016
- End-Line assessment – May 2016.

In addition, routine daily monitoring will take place via student reflections and teacher observations (e.g., checkpoints). This process will ensure that we are incorporating the cycle of learning (plan, implement, reflect and adjust, and share lessons learned).

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 – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016 the ELT program will ensure that targeted instruction occurs so that students are grouped according to their needs as measured by on-going assessment and a decrease in level 1s on the NYS ELA and Math exam. Every 4 weeks an assessment is given to assess the growth of students.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	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.				
All students of the PSx064 community will attend our ELT program students will be grouped by the lowest 3rd, SWDs, and ELLs.				

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:

- 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.

Summative and formative data will be used to drive instruction and group students according to their needs. The students will receive small explicit direct instruction using CCLS aligned curriculums. Small instructional group activities will be embedded in the curriculum. The intervention push-in model will be used in order to minimize the removal of students from their groups as well as to provide intervention by re-teaching or one to one support.

The ELT program will be a targeted intervention program that will be offered to all students. As a part of the ELT program, students will be engaged in the following activities:

- Baseline, mid-line, and end-line assessments
- Ongoing progress monitoring
- Data driven explicit small group instruction
- CCLS and Instructional Shifts aligned instructional tasks
- Whole, guided, and independent practice
- Technology centered activities
- Content infused units of study
- Art infusion

On average, there will be approximately fifteen students assigned to each teacher. Students will be grouped based on academic needs. Instruction will focus on providing students with strategies to improve interdisciplinary comprehension levels. The ELT program will ensure the integration of academics, enrichment, and skill development through hands-on experiences that will make learning relevant and engaging. ELL and SWD strategies will be infused within the curriculum. The program will also be supported with data driven instructional plans, ongoing progress monitoring, and monthly tracking reports.

By June 2016 the ELT program will ensure that targeted instruction occurs so that students are grouped according to their needs as measured by on-going assessment and a decrease in level 1s on the NYS ELA and Math exam. Every 4 weeks an assessment is given to assess the growth of students .

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 key school based personnel that will monitor the engagement, effectiveness and implementation of the afterschool program will be the administrators, instructional support staff and coaches.

The ELT program will provide tutoring and small group instruction. In addition it will increase the number of students who will receive Response to Intervention (RTI).

The ELT Program will offer direct explicit targeted instruction and a student to teacher ratio of 15 to 1 (2 hours a per day, 3 days per week, a total of 76 days, total hours 152).

The Saturday Academy will also offer an opportunity for targeted instruction and a student to teacher ratio of 15 to 1. This is provided weekly November 2015 – April 2016. Students will be grouped by performance levels which will provide a risk free environment for learning (5 hours per week for 17 weeks, total hours 85).

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

November 2015-June 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.

Title I 10% Title I SWP monies will be used to fund our Data Specialist (Professional Curriculum Development Staff Development Title I 10% Title I SWP)

Title I 10% Title I SWP monies will be used to fund our Instructional Coaches (Professional Curriculum Development Staff Development Title I 10% Title I SWP)

Title I 10% Title I SWP monies will be used to purchase professional development consultants services

Title I 10% Title I SWP monies will be used to purchase educational consultant services

Title I SWP monies will be used to purchase educational consultant services

Title I SWP monies will be used for Per Diem and Per Session costs

Title I SWP monies will be used to provide basic instructional supplies, uniforms F/P Benchmark Assessments , supplies, I Ready, Coach materials and technology for ELA/Math

Title I 10% Title I SWP monies will be used to fund HQ

Title I 10% Title I SWP monies will be used to provide basic instructional supplies, uniforms Fountas and Pinnell Leveled Literacy Intervention, supplies, I Ready Technology for ELA/Math and Ready CCLS

Title I 10% Title I SWP monies will be used to fund to provide AIS intervention services

Title I 10% Title I SWP monies will be used to fund to provide to provide Counseling and/or speech services

Title I 1% Title I SWP monies will be used to fund Parent Involvement activities

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		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		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 ELT program will administer formative assessments based on a six to eight week cycle. (Baseline, midline, and final assessments) in order to track the progress made from the conception of the program. The benchmarks assessments (baseline, midline, and final assessments) will also track what the students have learned. The program will provide detailed data analysis reports outlining the progression of each student involved. The ELT program will also closely monitor progress with on – going assessments such as exit slips, student reflections, and teacher consistent checks for understanding. The success of the program will also be determined by increased student achievement on summative assessments.

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)	Progress Monitoring techniques(exit slips, student reflections, teacher check points)Formative and Summative Assessments	LLI Reading Intervention Program with Rti supports	Small Group Instruction and One to One	During the day and after school
Mathematics	Progress Monitoring techniques(exit slips, student reflections, teacher check points)Formative and Summative Assessments	GoMath Rti Intervention Program	Small Group Instruction and One to One	During the day and after school
Science	Progress Monitoring techniques(exit slips, student reflections, teacher check points)Formative and Summative Assessments	Foss and Delta Kits	Whole, Small, and individualized instruction	During the Day
Social Studies	Progress Monitoring techniques(exit slips, student reflections, teacher check points)Formative and Summative Assessments	Lit-Life Social Studies Units of Study with trade books	Whole, Small, and individualized instruction	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SBST, SIT, and Rti services	SEL and RBEM Curriculums	Small Group Instruction and One to One	During the Day

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.
All provided Professional Development will be aligned to city-wide expectations and targeted areas, such as planning, questioning and discussions, small group aligned to assessments. A variety of professional development opportunities will be given throughout the year in several modalities, including study groups, inquiry groups focused professional development coupled with the observational tools, instructional rounds and ELA and Math planning, staff meetings. All administrators attended required trainings on the new teacher evaluation and development system.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
The literacy and mathematics (formative and summative) data will be analyzed using the inquiry model. After close examination of the data, a tentative professional calendar will be established based on the needs of the students. In September, the teachers will participate in a professional learning survey as well. The survey will be administered in order to determine the staff's interest, improve content knowledge, and advance the effective instructional learning plan for all students. The information from both sources will determine the professional learning calendar for the year. The professional learning sessions will expose the staff to new practices and initiatives using the CCLS and the Instructional Shifts as our guide. The professional learning sessions will be offered weekly and tailored to meet the needs of the instructional staff in order to improve student achievement. The professional learning calendar will be revised and implemented based on the data collected and analyzed throughout the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Title I 10% Title I SWP monies will be used to fund our Data Specialist (Professional Curriculum Development Staff Development Title I 10% Title I SWP)
Title I 10% Title I SWP monies will be used to fund our Instructional Coaches (Professional Curriculum Development Staff Development Title I 10% Title I SWP)
Title I 10% Title I SWP monies will be used to purchase professional development consultants services

Title I 10% Title I SWP monies will be used to purchase educational consultant services

Title I SWP monies will be used to purchase educational consultant services

Title I SWP monies will be used for Per Diem and Per Session costs

Title I SWP monies will be used to provide basic instructional supplies, uniforms F/P Benchmark Assessments, supplies, I Ready, Coach materials and technology for ELA/Math

Title I 10% Title I SWP monies will be used to fund HQ

Title I 10% Title I SWP monies will be used to provide basic instructional supplies, uniforms Fountas and Pinnell Leveled Literacy Intervention, supplies, I Ready Technology for ELA/Math and Ready CCLS

Title I 10% Title I SWP monies will be used to fund to provide AIS intervention services

Title I 10% Title I SWP monies will be used to fund to provide to provide Counseling and/or speech services

Title I 1% Title I SWP monies will be used to fund Parent Involvement activities

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).

Summative and formative data will be used to drive instruction and group students according to their needs.

The students will receive small explicit direct instruction using CCLS aligned curriculums. Small instructional group activities will be embedded in the curriculum. The intervention push-in model will be used in order to minimize the removal of students from their regular classroom during the regular school day.

The ELT program will be a targeted intervention program that will be offered to all students. As a part of the ELT program, students will be engaged in the following activities:

- Baseline, mid-line, and end-line assessments
- Ongoing progress monitoring

- Data driven explicit small group instruction
- CCLS and Instructional Shifts aligned instructional tasks
- Whole, guided, and independent practice
- Technology centered activities
- Content infused units of study
- Art infusion

On average, there will be approximately fifteen students assigned to each class. Students will be grouped based on academic needs. Instruction will focus on providing students with strategies to improve interdisciplinary comprehension levels. The ELT program will ensure the integration of academics, enrichment, and skill development through hand-on experiences that will make learning relevant and engaging. ELL and SWD strategies will be infused within the curriculum. The program will also be supported with data driven instructional plans, ongoing progress monitoring, and monthly tracking reports.

By June 2016 the ELT program will ensure that targeted instruction occurs so that students are grouped according to their needs as measured by on-going assessment and a decrease in level 1s on the NYS ELA and Math exam. Every 4 weeks an assessment is given to assess the growth of students.

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.).

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.

Teachers will participate in the following in order to select multiple assessment measures:

- Weekly common planning session
- One to one feedback with the Data Specialist, Instructional Coaches and Administration
- 6 week data review with Administration and Instructional Coaches
- Instructional walk through will take place that include teachers and Inquiry Teams

Data driven professional development will be adjusted according to data

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	332,390.00	X	Pg 11, 13, 17, 18, 22, 25, 29, 30, 34
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	254,794.00		

Title III, Part A	Federal	14,448.00		Pg 11, 13, 17, 18, 22, 25, 29, 30, 34
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,097,381.00		Pg 11, 13, 17, 18, 22, 25, 29, 30, 34

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 064</u>	DBN: <u>09x064</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>123</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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>7</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale: In order to meet today's learning challenges, funds will be used to create an Afterschool Enrichment and Academic Intervention Program to assist immigrant students and English Language Learners achieve their academic needs. During curriculum planning we will ensure that we provide our immigrant students and ELLs with the necessary skills to improve their English language acquisition, specifically addressing the modalities of Listening, Speaking, Reading and Writing. Assessment data will determine the type of program that is offered to our students. The results from the assessment will allow us to tailor the type of instruction available to our students. In turn, our students will develop English language proficiency while reading, gaining vocabulary, increasing fluency, improving reading comprehension, and developing writing skills.

The Afterschool Enrichment and Academic Intervention Program will consist of students classified as ELLs and/or newly arrived immigrants (1-3 years) ranging from grades 3-5. The program will follow the schools language allocation policy in accordance with students' language proficiency levels bilingual certified teachers will be hired for the program. Materials will consist of tiered programs. The Afterschool program will consist of a total of 7 classes of ELLs in grades 4 and 5 Transitional Bilingual and ESL programs. All of the classes are taught in English implementing scientifically proven strategies to best support ELLs by certified bilingual and ESL teachers. The program is operational Wednesdays through Friday 2:30pm-4:30pm, (approximately 30 session) beginning this November and ending in June.

In addition, funds will be used to create an Adult Academy Program specifically designed for parents of our Immigrant and ELL students. The program is scheduled to begin in November of 2014. The purchase of adult curricular materials and software programs will be carried out with these funds.

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: _____ Professional Development is an integral component of our school curriculum. All teachers are continuously offered extended opportunities to enhance and refine their understanding of how to engage ELL and/or immigrant students and/or ELLs with Disabilities in learning. Professional development activities are both job-embedded and supported by our school partnerships, the schools Network, the Department of Education, and other organizations. Weekly professional development will take place for our 7 Title III teachers with our contracted Fordham RBE-RN consultant. The Fordham University consultant provides on-site professional development for teachers, coaches, and administrators. The professional development will contribute to improving the professional learning community established and to improve the academic performance of English Language Learners. The consultant will meet with our Title III teachers in order to discuss and provide strategies that promote language acquisition and language proficiency. Strategies will be implemented throughout the program to discuss successes, challenges, and next steps. Topics covered will include,

Part C: Professional Development

but limited to, formative assessment, data-driven instruction, building background knowledge in all content areas, vocabulary development, fluency building, higher order questioning, oral development, and improving writing skills. Additional support will be given to teachers of ELLs, our Curriculum Team will meet weekly and collaborate to align the curriculum and assessments to the Common Core Learning Standards and NYS ESL Learning Standards and Performance Indicators. Professional development will take place with the support of a Fordham RBE-RN consultant.

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: _____ Research has shown that when schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. To increase the levels of parental participation in the school we have planned monthly parent workshops, led by our Parent coordinator, to respond to parent concerns, honor their contributions, and share decision-making responsibilities. During the hour long workshops we will outline the expectations of parents and regularly communicate with parents about what children are learning. Parents will be notified of the workshops via flyers and the school messenger system. A high percentage of our school parent population speaks Spanish as their primary language.

Many parents expressed interest in receiving ESL classes to help communicate with their child's teacher. The Adult ESL Program will be designed for immigrant and ELL students using the Rosetta Stone program. The instructor for this adult program will be TBE certified teacher. The program will help serve parents who are interested in learning basic conversational skills in English, as well as being introduced to a beginning level of reading and writing. The ESL program will also focus on technology instruction. Parents would move to the Technology Room to use laptops/iPad. Parents would be taught by a certified Teacher on how to use item, navigate and retrieve parent-child related information from the DOE web site, be introduced to the ARIS web page, Raz Kids and educational websites for adults and conduct a job search. Instructional materials such as Rosetta Stone will be used. This program will take place six times throughout the 2014/2015 school year from 2:30-4:30pm from November 2014 to April 2015. Parents will be informed of the program via school letters, flyers, and the school messenger system. The skills learn from our program a parent can use to help their child with homework and projects. The program will also be advertised in Spanish and English through our monthly school calendar and at Parent Meetings/Workshops and Conferences; parents will have an opportunity to register for the classes.

PSx064 conducted an ESL/Technology Program last school year that was success. Parents attended classes regularly. PSx064 would like to continue this initiative.

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	_____	_____
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 09	Borough Bronx	School Number 064
School Name Pura Belpre		

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 Ms. Barbara Headley	Assistant Principal Ms. Claudine Galbraith
Coach Ms. Norayma George	Coach Ms. Coronie Crocker-Bey
ENL (English as a New Language)/Bilingual Teacher Ms. Valentina Kloos	School Counselor Mr. Eric Aaron
Teacher/Subject Area Ms. Marta Rendon	Parent
Teacher/Subject Area	Parent Coordinator Ms. Aniya Abuawadeh
Related-Service Provider Mr. Orlando Colon	Borough Field Support Center Staff Member Mr. Jose Ruiz
Superintendent Ms. Leticia Rosario	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	284	Total number of ELLs	126	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 checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	33
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	61	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	47	0	8	22	0	18	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	18	0	1	39	0	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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 _____					28	43								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					64	56								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					2	4								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)					24	9								0
Emerging (Low Intermediate)					14	8								0
Transitioning (High Intermediate)					14	9								0
Expanding (Advanced)					11	20								0
Commanding (Proficient)					8	9								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	56	10			0
5	58	2			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		43		23					0
5		39		21					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		36		30					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)	15	22	30	4	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We use Fountas and Pinnell to assess students Instructional and independent reading levels. The school uses ongoing assessment (in house assessments, conference notes), formal assessments (LAB-R and NYSESLAT) and collection of student work to effectively plan for instruction. Information gained from these assessments are used to assess our instructional needs and revision of curriculum, if necessary. The data shows that students need continued support in transferring literacy skills from Native language to English. At P.S. 64 we ascertain the early literacy skills of ELLs throughout the year using various forms of formative and summative tools. Formal literacy assessment of their literacy skills is obtained using Fountas and Pinnell, baseline, benchmark, Performance Based Assessments, etc. Informal measures of early literacy include: student observations, conferencing, teacher made materials, guided reading groups, students' portfolios, etc.

Assessment results are analyzed to drive and/or inform small and whole group instruction, guided reading groups, rigorous curriculum planning which incorporate differentiated instruction, understanding by design strategies, and scaffolding in order to meet the instructional needs of our ELL students. Assessment data is also used for SIT, RTI, Inquiry Team meetings and to design our after school programs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

P.S. 64 opened this year with 5th grade only. Data available suggests that we have 52 ELLs remaining. Data also reveals that 9 students performed at the Entering, 13 at the Transitional, 10 at the Emerging, and 20 at the Expanding levels. No student performed at the Proficient level. Moreover, data shows that most students are currently performing at the Transitional/Emerging language progression levels. The Expanding level is the largest single group.

LAB-NYSITELL data reveals that out of 52, 5 grade EKKs, 9 scored at the Entering, 13 at the Transitioning, 10 at the Emerging and 20 at the Expanding levels. No student performed at the Proficient/Commanding. Data analysis reveals that most students performed at the Transitioning/Emerging levels. The largest individual group performed at the Expanding level. These results are comparable to those obtained through the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At PS 64, we use the data related to the Annual Measurable Achievement Objective to determine progress in meeting the goals of our bilingual education program. Over recent years we have seen a trend, therefore we have decided that as a school we will reinforce the skills of listening and speaking to develop students' ability to read and write through fostering more active engagement through student discussion and vocabulary development.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The school leadership and teachers are using the results of the ELL periodic assessments to plan for effective data driven curriculum and rigorous lesson planning to meet the educational needs of our ELL population. ELL data is also used by the school leadership and teachers to ascertain the students' present levels of academic performance. Moreover, this data is also used to determine the students' levels of reading/language proficiency and to group them accordingly. The SIT, PPT, RTI, and Inquiry Teams use this data to provide our ELL students the supports they need to succeed in school.

Furthermore, periodic ELL assessments are used to determine which best practices, resources, and strategies can adequately meet the educational needs of our ELL students, including differentiated instruction, scaffolding, inquiry based learning, and the UBD framework. Finally, ELL periodic assessments are used by the school leadership and teachers to monitor the progress and program placement of our ELL students.

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](#).] PS 64 uses both quantitative data and qualitative data, including disaggregated NYSESLAT data, classwork, other test results and progress reports in order to determine what is the best path of intervention. Considering the differences in student characteristics (eg: level of ELL services, level of literacy at home, and disability) our ELLs receive RtI tailored to the needs of the individual student in order to support the students' proficiency level.

6. How do you make sure that a student's new language development is considered in instructional decisions? P.S. 64 uses Targets of Measurement/Bilingual Progressions when planning for the amount of instructional time (minutes) each ELL group will receive of English and/or Spanish instruction, based on their levels of language proficiency obtained on the LAB-R or the NYSESLAT.

The new or second language instruction is increased according to the performance levels within the bilingual model as evidenced by Periodic ELL assessments used to monitor the progress and program placement of our ELLs population. The ELLs proficiency progression is supported by using differentiated instruction and scaffolding within the classroom, small group instruction and by providing appropriate language support at the independent and instructional levels. P.S. 64 has an ELL coordinator who ensures that our ELL students receive the specific amount of Native language instructional minutes as required by state mandates.

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?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). To assess the success of our ELL programs, we analyze NYSESLAT data as well as the New York State assessments. As a result of this analysis, we have revised our ESL program to include more than the required amount of minutes of support by an ESL teacher. We have also modified our schedule to ensure that bilingual teachers across grades have time to collaborate using a common planning period. The modified schedule also allows for us to give these teachers targeted professional development around effective classroom teaching for ELL students.

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. 64 attempts to complete the ELL Screening Identification and Placement within 10 school days from enrollment date. As part of the screening process, Ms. Aniya Abuawadeh, Parent Coordinator, who speaks Spanish and Arabic, administers the Home Language Questionnaire to all new students enrolled in our school during the registration process. The HLQ is kept inside each student's cumulative record.

If the HLQ suggests that the student's home or primary language is other than English, Ms. Abuawadeh contacts Mr. Orlando Colon, ELL Coordinator (who speaks Spanish). Mr. Colon conducts an Individual Interview in English and in the student's home language by qualified staff. This interview includes reviewing documents, prior assessments, and previous school history. An assessment of the student's abilities and/or work evidence helps to determine their academic strength in the home language. P.S. 64 will provide a qualified translator/interpreter based on the parent or legal guardian's preferred language as needed.

If the results of the individual interview confirm that the student's home or first language is other than English, Mr. Colon proceeds with the initial ELL identification assessment stage. She administers the statewide English language proficiency assessment, presently the NYSITELL. The student will be considered an ELL if he/she demonstrates proficiency at the: Entering, Emerging, Transitioning, and Expanding levels. Originals and/or copies of the NYSITELL will be kept in the student's cumulative records.

Parents will receive the Parent Notification of ELL Identification Determination in their preferred language within 5 days of a student being identified as an ELL. This written notice will also include: Parents' right to seek a Review of ELL Identification Determination, Information regarding the Parent Orientation session, and ELL's English language proficiency level.

Before an ELL's placement in Bilingual Education (BE) or English as a New Language (ENL) program, P.S. 64 will provide the parents with an orientation for new ELLs provide the parents with an orientation for new ELLs in the parents with an orientation for new ELLs in the parents preferred mode of communication. Orientation agendas and sign-in sheets will be kept by Mr. Colon in school files located in P.S. 64's main office.

P.S. 64 proceeds to the ELL program placement stage at this point parents must receive the parent notification agreement of ELL Program Placement. Students must be identified and properly placed in an ELL program within 10 days of enrollment in our school. BE is the default ELL educational program. BE programs must be in place for parents to exercise their opt-out right. ELLs should be placed appropriately in a timely manner regardless of the parents' participation in the orientation session. BE will be the default instructional program if parents do not attend the orientation session.

Pursuant to CR 154-3 procedures regarding students with disabilities, if the LPT determines that the students with an IEP may have second language acquisition needs the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP. If the LPT recommends otherwise and the principal agrees, he/she will notify the superintendent and the parent/guardians. The superintendent then has 10 days to disagree or agree. If the superintendent agrees the parents/guardians are notified within 5 days of this determination. Then the student does not take the NYSITELL and will not be designated as an ELL.

During the initial ELL identification assessment-NYSITELL Mr. Colon will administer the NYSITELL. For students with disabilities all appropriate testing accommodations will be provided. Originals or copies of NYSITELL score sheets and results will be kept in the student's cumulative record. If a student was identified as a potential SIFE, Mr. Colon will administer the SIFE questionnaire and diagnostic tool to determine SIFE status.

LPT members are as follows:

Mr. Colon Bilingual Education
Ms. Galbraith Director of Special Education

All forms of correspondence are sent in the parent's preferred language. Interpretation services are available as needed. Mr. Colon is responsible for this process.

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).

Assessments used to identify SIFE within 30 days of enrollment include: Samples of student work, PBA's, benchmark, baseline, running records, observation and student conferences.

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).

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered.

As per the SOPM, identified Ells must be initially assessed in both L1 and L2 through language assessments in both languages where possible to determine the student's development in all language areas. (i.e, listening, speaking, reading, writing etc.) parent input, ESL/bilingual teachers information, bilingual clinicians and others which includes background and academic/educational testing history. on the other hand, prior to the IEP meeting if the CSE suspects that any given student qualifies for the ELand, then it should collect information on the student and forward to the ELAND designated reviewer who upon receipt will review all pertinent information to determine if the child meets the ELAND criteria.

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.

During registration we give parents the ELL Parent Orientation Brochure in the language of their choice. At that time and as stated before, prior to an ELL's placement in Bilingual Education (BE) or English as a Native Language (ENL), Mr. Colon provides a parent orientation for new ELLs. He explains to the parents the different program choices: TB, DL, and Free Standing ESL. ELL parents also watch the ELL orientation video in the preferred language. Following the orientation, parents fill out the Parent Survey and the Program Selection Form. They are informed that if a program is not selected the student's ELL program defaults to TBE. Moreover, the parent coordinator will make follow-up phone calls to parents who did not attend the orientation. Parents are encouraged to see the video and complete all appropriate selection forms. Sign-in sheets are kept by the Parent Coordinator in the main office. P.S. 64 parents are informed that we have two TB classes in our 5th grade, however, the school keeps track of parents who have selected Free-standing ESL or DL as their primary choice. In P.S. 64, per Aspira Consent Decree, a BE class will be opened provided that 15 or more grade level students speak the same language in two contiguous grades.

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).

1. School receives written request from parents to appeal ELL status.
2. School reviews all documents related to the initial or reentry identification process.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

PS 64 follows NYC school system's process on ensuring that parents of English Language Learners are partners in their children's learning. During this process we ensure that students are accurately identified and appropriately placed. Parents are asked to decide which program best meets the needs of their children through their participation during ELL Orientation. To assist parents in making a selection that is most beneficial for their child, parents watch a video created by the New York City Department of Education, in the language of their choice. Parents who are unable to stay to watch the video during the Orientation are given opportunities to come to meet with a bilingual pedagogue for individual meetings. During the ELL orientation a licensed Pedagogue informs parents with clarity and objectivity the three types of programs available to ELLs in New York City, Transitional Bilingual, Dual Language or Free Standing ESL. Parents are then given the Parent Selection form and survey to complete according to their home language. Finally students are placed in programs as indicated by the parent choice letters. All meetings are translated in Spanish and any other parental language when a translator is available. The timeline in which to complete these services is 10 business days.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As previously stated, Mr. Colon, organizes and coordinates the parent orientation for new ELLs within the first 10 days of students' enrollment. Entitlement letters with information about the meeting are mailed home in the parent's preferred language. Attached to these letters are the Parent Survey and the Program Selection Form. Parents sign an attendance sheet as they come to the orientation. Mr. Colon explains to the parent the various ELL programs available (TBE, DL, and Free-standing ESL). Once the orientation is over,

parents are expected to complete the Parent Survey and the Program Selection Form. Parents are also informed that the student's ELL program defaults to TBE if they do not make a selection. Outreach attempts are made and recorded by the PC to parents that did not attend the orientation meeting.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Ms. Abuawadeh, Parent Coordinator at P.S. 64 continuously makes follow up phone calls to encourage parents to attend one on one orientation meetings. She also assists parents completing all required entitlement forms (i.e. Parent Survey and Program Selection). These forms are distributed in the parents' preferred language. Ms. Abuawadeh engages in an ongoing process by making routine phone calls to parent encouraging to return all Program Selection Forms. Original entitlement letters are stored inside the students' cumulative records. Copies are made and kept in files located at the main office by Mr. Colon, ELL Coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
All Parent Survey and Program Selection forms are mailed home in the parents' preferred language by Ms. Abuawadeh, Parent Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ESL, general and special education, RTI teachers and administrators have access to ELL documentation. As earlier stated, all entitlement letters are stored inside the students' cumulative records. Copies are filed in the main office
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Pedagogues responsible for administering the NYSESLAT are: Ms. Kerr, Ms. Reyes, Ms. Ferrer, Ms. Rendon, Ms. Sanchez, and Mr. Colon.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Abuawadeh, PC, is responsible for ensuring that continued entitlement and transitional support parent notification letters are distributed to parents and/or legal guardian of our ELLs students. All forms of correspondence are provided in the parents' and/or legal guardians' 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).
Upon review of the Parent Survey and the program selection choices of the past several years, we have noticed a pattern of preference for the Transitional Bilingual Program by students of new, immigrant Spanish-speaking parents. New immigrant parents from countries where thenative language is not Spanish along with Spanish-speaking parents who are in the United States for more than two years overwhelmingly select the Free Standing ESL Program. during the current school year, parents have been choosing Bilingual programs (transitional) at approximately the rate of 80% over the ESL program at a 20% rate. Program models offered at this school are aligned with parent request.

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.

P.S. 64 currently has 1 Transitional Bilingual Education Integrated Co-Teaching class that services 24 ELLs. We also have a monolingual self-contained class with a monolingual alternate placement. P.S. 64 also services an additional 23 general education and 8 IEP ELLs placed in our remainder three, 5th grade Integrated ENL classes.

P.S. 64 uses the ESL push in model which consists of one ESL teacher servicing the students who are in our Integrated ENL classes. The ELL students in our Integrated ENL classes receive 360 minutes (2 units) per week at the Entering and Emerging and 180 at the Transitioning and Expanding levels of ESL instruction integrating the four language skills in the content areas (listening, speaking, reading, and writing). During the assigned periods the ESL teacher will work side by side with the classroom teacher using the (SLOP/Language) objective to plan and drive instruction. They will focus on ESL strategies, techniques and methodologies aligned to the Common Core. These strategies will enable ELL students to acquire English skills and meet the ESL as well as Common Core Standards using the TC reading workshop.

P.S. 64's TBE adheres to the NYC DOE language allocation policies. P.S. 64 allocated Spanish and English instruction in our TBE class based on a 320 minute school day languages are separated for content area instruction during our block schedule. In addition to 1 HLA class, students in our TBE class receive small group instruction in Spanish in content areas such as Math, Science, and Social Studies.
 - b. TBE program. *If applicable.*

TBE students are grouped by language ability. Entering and Emergent are together.
 - c. DL program. *If applicable.*

NA
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)?

All classes are programmed with blocked ELA/ENL time. ELA receives 450 minutes per week.

Homogeneous groups are formed using NYSESLAT data. Reading is done in English using ENL methodology.

All students that are identified as Beginning/Entering; emerging/Low Intermediate receive 2 units of study per week (360 minutes) Those that are identified as transitioning/intermediate; Expanding/Advanced receive 1 unit of study per week (180 minutes)
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 our integrated NBL classes, the language of instruction for Math, Science, and Social Studies is English. Our school's ELLs teachers provide push-in support to students in the classroom. They plan lessons collaboratively with classroom teachers and incorporate ESL techniques and methodologies to make content area instruction relevant and meaningful to ELLs and to promote second language acquisition development. Our push in ESL teachers also provide oral native language support in Spanish during content area instruction to ELL students who stand to benefit from receiving native language support.

In our TBE class, students receive small group instruction in Spanish. Students who scored at the Commanding level in NYSESLAT receive additional support ESL support as well. TBE teachers adhere to the NYC DOE language time allotments. As stated before, our ESL teachers provide native language instructional support for the content area in our Integrated NBL classes.

P.S. 64 ensures that our methods are in alignment with the CCLS while implementing NYS DOE Blueprint for English Language Learners Success (p. 3) by:

 - Articulating specific content and language objectives
 - Integrating explicit and implicit research based vocabulary instruction
 - Providing opportunities for student to discuss content and problem solve with peers
 - Anchoring instruction by strategically using research-based practices
 - Providing special education supports, services, accommodations, and specifically designed instruction to meet the specific instructional needs of ELLs with disabilities
 - Using academic language and content area supports to strategically move ELLs along the language development continuum utilizing NYS Bilingual Common Core Progressions, etc.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students are taught Native Language Arts. They are evaluated on an ongoing basis formally and informally; running records are also done in the native language. They are also given the State ELE exam
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

P.S. 64 also uses ELLs Periodic Assessments throughout the year. The purpose of these assessments is to obtain specific information about ELLs students' needs and strengths in English language development. Students' knowledge of the English language

is assessed in three modalities: reading, writing, and listening. Students are given various speaking activities through which they each practice their speaking skills with classmates and teachers and are used to assess the speaking modality.

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

P.S. 64 strives to customize instruction to meet the language needs of our SIFE students. Whether teachers differentiate content, process, products, or the learning environment, we recognize the general principles of differentiated instruction to meet the needs of our SIFE population by:

- Using curriculum focused on content to allow students to learn the basics without getting discouraged by other layers of information that might distract our SIFE students from the content
- Using materials at varying readability levels
- Breaking the content in chunks to improve understanding and scaffold their knowledge
- Defining key vocabulary, multiple-meaning words and figurative language
- Using audio and visual supports
- Providing various learning opportunity to reinforce key concepts and vocabulary and to encourage them to explore areas of personal interest
- Incorporating technology so that students benefit from individualized, paced their time, and monitor their progress

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.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar 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?

Materials used for our ELL-SWD's are:

Independent Libraries in English and Spanish, Go Math program in English and Spanish, TC

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 are placed in ICT classes only after Tier I, II, and III, interventions have been exhausted, discussed, and monitored through our SIT and PPT meetings. If the ELLs persistently fail to meet grade level standards after all at-risk and RTI have been afforded to these students a referral for a possible special education placement is made to the school's IEP Team. Once the child is referred and evaluated, the IEP Team will proceed to make placement recommendations if applicable.

An ICT recommendation is made consistent with IDEA along the LRE. The placement of ELL-SWDs in ICT classes can't be attributed to the following:

- Lack of appropriate instruction in reading
- Lack of appropriate instruction in math
- Limited English proficiencies

An ELL-SDW student can only be placed in an ICT if the child meets the criteria for one or more of the disability classifications approved for special education services and programs using assessment tools in the students' preferred language administered by bilingual staff.

Chart

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

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

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

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



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

Chart

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

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

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

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

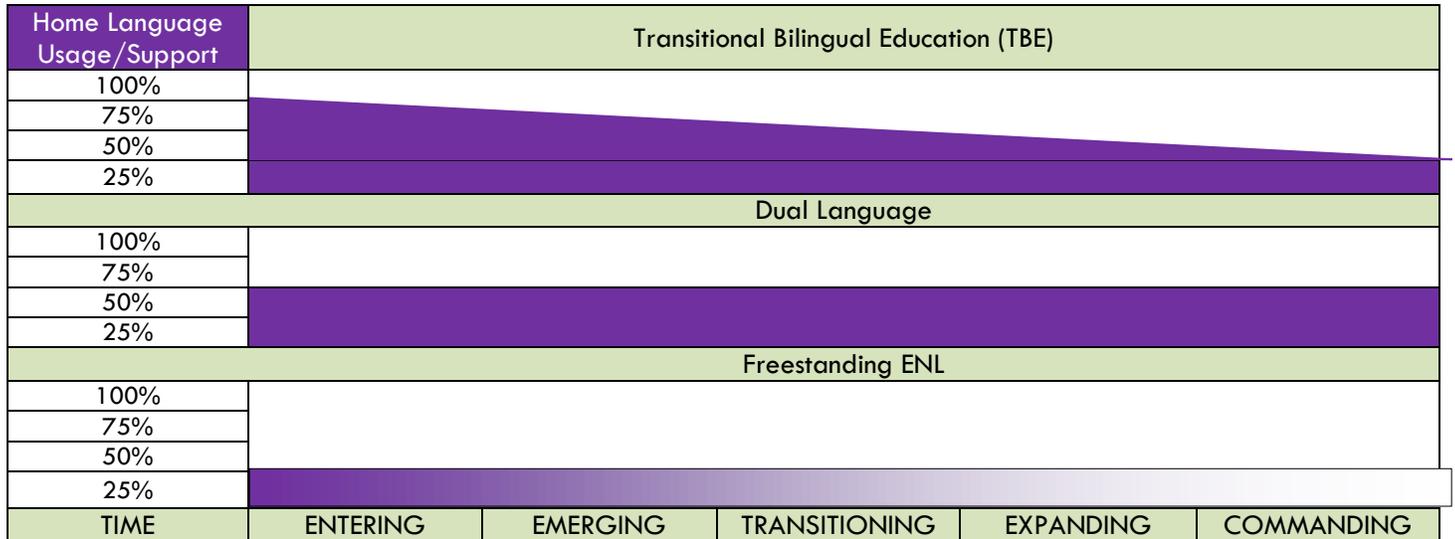


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Moreover, RTI support is also provided to ELLs at-risk. The RTI teacher provides individualized and small group instruction to address areas of academic need in ELA and Math. Small group instruction is also provided by our ESL teachers using the push-in during ESL and Math. The students' preferred language is addressed to clarify concepts and ideas when appropriate.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Furthermore, P.S. 64 has weekly planning meetings in which our staff addresses the needs of our ELL students. Planning meetings are used to develop strategies, research resources and best practices to build up the academic and language strengths of our ELLs using differentiated instruction and scaffolding in ELA, Math, and the content areas including Social Studies and Science.

P.S. 64 has monthly professional development meetings with staff under the auspices of Aileen Colon, Resource Specialist, NYS/NYC Regional Bilingual/ESL Resource Network (RBE-RN). During these PDs, our staff has a forum to analyze past and current NYSESLAT scores to evaluate ELLs along the new language progression. The school searches for trends, examines the students' performance on the individual modalities of language proficiency and reviews the various ELL subgroups. This data is also used to select our target ELL group that will be part of our Inquiry Team Meetings.
12. What new programs or improvements will be considered for the upcoming school year?

Our instructional program will focus on high levels of rigor and student support. We will provide varying levels of instructional work in English and Native Language, making content and language more accessible to ELLs, allowing ELLs to draw on their background and experiences for content while improving English language acquisition skills.
13. What programs/services for ELLs will be discontinued and why?

None of the programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL population has equal access to all school programs. We offer an afterschool program for grades four through five, three days a week from 2:20-5:30 pm. ELLs are encouraged to attend and a letter describing the program is sent out to parents. ELL students are also encouraged to attend Summer Enrichment classes offered throughout the month of July.
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.

We implement the mandated New York City "Ready Gen" Program. In addition, we implement Go Math, which provides strategies to differentiate instruction through the use of manipulatives, visuals and vocabulary building activities. Smartboards are used to support the multisensory needs of ELLs, especially ELLs with disabilities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support in the Transitional Bilingual classrooms consist of NLA instruction using Spanish materials. Ready Gen is used to support ENL language proficiency of all participating students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

At PS 64, services and resources are matched with students' age and grade levels as stated in the parental choice of program form. If a student enters school with an academic ability below their age, the student is given extra support to meet his or her needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are offered a Summer Enrichment program to strengthen their English language acquisition. After school programs are in place to offer assistance with language acquisition as well.
19. What language electives are offered to ELLs?

We offer no language electives at P.S. 64
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Moreover, P.S. 64 has monthly professional development meetings with Ms. Aileen Colon, RBE-RN). Our LPT, Assistant Principal, Parent Coordinator, ELL Coordinator, Bilingual, ESL, and content area teachers participate in all PD activities. The schedule is as follows:

10/21/15	1/13/16	4/20/16
11/18/15	2/24/16	5/15/16
12/16/15	3/16/16	6/16/16

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?

P.S. 64 continuously provides meaningful professional development to support our staff in delivering common core aligned instruction. For example, our staff has participated in PDs related to:

- Using Bloom's Taxonomy to articulate higher order thinking questions
- Developing common core aligned lesson plans
- Engaging teachers to articulate specific content and language objectives
- Providing teachers with the opportunity to integrate explicit and implicit research-based vocabulary instruction
- Assisting teachers to design, select, and implement a rigorous curriculum that meet the needs of our ELLs

Furthermore, P.S. 64's school leadership disseminates and encourages our staff to participate in a wide array of NYC/DOE common core professional development activities. Finally, P.S. 64 uses its common planning periods to review student work, examine trends, develop strategies and seek resources to meet the instructional needs of our ELL aligned with common core.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The bilingual guidance counselor provides all parents and students the necessary information about middle schools' requirements and placement. The staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize with different occupations and professions that help them make the right choice.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The school had a Professional Development Plan that outlined professional development sessions that would be offered throughout the year. Teachers of ELLs were accommodated in this plan as well as consistent sessions with RBERN and Orton Gillingham. Records kept on file for professional development activities include agendas and attendance sheets.

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?

P.S. 64 mostly services a Hispanic community. Our bilingual/staff provides oral and written translations of all appropriate letters, forms and/or documents. Our PC is also conversant in Arabic. P.S. 64 also contacts the NYC Office of Translation and Interpretation when appropriate.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our PC role is as follows:

- Participates in Parent Meetings
- Secures and stores students cumulative records
- Keeps meeting records
- Logs parents phone calls
- Makes outreach attempts to ensure that parents' needs are addressed
- Collects and reviews Home Language Surveys
- Mails and collects entitlement letters
- Translates
- Conducts PDs and meetings to address the needs of our ELL's parents (including weekly parent ESL classes)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with the Montefiore Health Clinic that works with families on health related concerns such as asthma, diabetes and healthy habits. Montefiore liaison also conducts parent workshops and family outings across New York City including Bronx Zoo and Museums.

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

Parent needs are evaluated through a monthly coffee hour with the principal, informal conversations during parent-teacher conferences, workshops, school events and PTA meetings. We also use the Learning Environment Survey to evaluate and prioritize attention to parents' needs, and analyze it for obstacles for parental involvement.

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

In an effort to raise parental involvement, the school analyzes data from the Learning Environment Surveys, Principal's Coffee Hour and other conversations and develops activities/ workshops to address these concerns. The school also has monthly Learning Together mornings where parents are able to sit in classrooms and learn side by side with the students. This exposes them to the various programs used at the school and gives them an opportunity to learn ways to help their children at home. Additional workshops include Helping Your Child Prepare for the New York State ELA and Math exams. There is also a workshop specifically for ELL parents to inform them about the NYSESLAT exam and how they can help their child at home.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: #INGEST ERROR!	
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)
Ms. Barbara Headley	Principal		6/24/15
Ms. Claudine Galbraith	Assistant Principal		6/24/15
Ms. Aniya Abuwadeh	Parent Coordinator		6/24/15
Ms. Valentina Kloos	ENL/Bilingual Teacher		6/24/15
	Parent		
Ms. Marta Rendon	Teacher/Subject Area		6/24/15
	Teacher/Subject Area		
Ms. Coronnie Crocker-Bey	Coach		6/24/15
Ms. Norayma George	Coach		6/24/15
Mr. Eric Aaron	School Counselor		6/24/15
Ms. Leticia Rosario	Superintendent		6/24/15
Mr. Jose Ruiz	Borough Field Support Center Staff Member _____		6/24/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x064** School Name: **Pura Belpre**
Superintendent: **Leticia Rosario**

Before you begin, please check the following:

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

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

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

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

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

An analysis of the Home Language Survey, recorded in ATS, is the primary method used to determine the written and oral interpretation needs of our parents.

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

As indicated by the Home Language Survey, 63% of our parents speak Spanish as the dominant language at home. We have seen an increase in diverse languages such as Arabic, French, Bangali, and a number of African dialects like Soninke, Twi, Malinke, Pashto, and Wolof.

Part B: Creating a Communications Calendar

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

Our school distributes monthly parent calendars, monthly newsletters, quarterly progress reports, and invitations to our in-house extendend learning programs. The school also distributes parent handbooks, New York State testing dates, and parent teacher conference announcements .

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.

Formal face to face meetings that take place during the school year include parent teacher conferences, SBST meetings, curriculum nights, informal parent meetings, parent engagement events and progress meeting updates.

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.

The school will continue to provide oral translation services through in-house staff and contracted vendors. Staff members are asked to submit documents for translation in advance. All documents are translated before distribution to our school community.

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 will continue to provide oral translation services through both in-house staff and contracted vendors. Our staff is comprised of a staff of bilingual members who are fluent in Spanish; and our Parent Coordinator is fluent in English, Spanish, and Arabic, during informal meetings, and registration, or staff will be able to meet the interpretation needs of our population. If we are unable to find a translator in the school building we will utilize the Translation Interpretation Unit. Duing large meetings such as Parent Teacher Conferences, ELL Parent Workshops, and Safety meetings, we will hire contracted vendors. During one-to- one parent meetings, such as Education Planning Conferences we take the parents home language into consideration and plan accordingly.

Part D: Training Staff on Policies and Procedures

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

Staff members are informed on how to use translation services and over the phone interpretation services during professional development workshops. The information is also explain in our staff handbook.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

Quartely parent surveys are distributed throughout the school year.